

## Secrecy on salaries to be tested in court

by Ngaio Cragner

The Association of University Teachers is to bring a test case under the Employment Protection Act, against Lancaster and Manchester Universities because of their refusal to divulge information about the salaries of senior administrative staff.

Mr Laurie Sapper, the association's general secretary, said this week that he had referred the two cases to the Central Arbitration Committee and would ask them to rule that the universities must provide the information.

He said that four or five other universities, while not definitely refusing to give all the information requested, had not fully complied with their request either. However, Manchester University had not answered the association's letter, and Lancaster had not yet disclosed details relating to individuals.

## OU changes mark end of an era

Two major changes at the top of the Open University hierarchy were announced this week.

A joint committee of the Open University's council and senate is to be convened to consider the appointment of a new vice-chancellor, following the announcement by Sir Walter Perry that he intends to retire in June 1981.

The announcement, made at a meeting of the OU council last Saturday, took many of the university staff by surprise.

Sir Walter, who was appointed in 1968 as the OU's first vice-chancellor, will be retiring on his 60th birthday. He joined the university in 1968 as its first vice-chancellor, and has been very successful in taking a period of unaccumulated study leave from the spring of 1980 to write another book about the university.

He said: "My job has been the most exciting one in education and I have been very lucky to have had the opportunity of watching over the birth, childhood and adolescence of the Open University. It is now about time for a change in leadership. I think that it will be good for the institution to have an infusion of new ideas and good ideas to develop some new interests."

Sir Walter joined the Open University from Edinburgh University, where he was Vice-Principal for two years. He was knighted in 1974, and in the same year gave the Reale Lecture in Higher Education for Adults—where more means better.

He is an honorary graduate of the

Mr Sapper said, "This is not secret information. There is no reason why it should be withheld. We want to see in each university what the staff grading levels are."

The AUT wants to ensure that universities have a proper ratio of senior to junior staff. The Employment Protection Act 1975 gives trade unions the right to certain information to carry on collective bargaining.

Manchester University this week declined to comment. Mr Stephen Jeffreys, Lancaster University Secretary, said that the university had felt unable to supply information about individual positions without the consent of the people concerned, because it was personally confidential. The Act excludes personally confidential information.

The Central Arbitration Committee will now have to decide if the universities have a case to answer and may call for an informal meeting of the parties.



Lord Briggs

University of Maryland in the United States, which has established strong links with the Open University.

The new Chancellor of the Open University is to be Lord Briggs, Provost of Worcester College, Oxford. He will succeed Lord Gorlin, the former Lord Chancellor, who has held the post for six years.

Lord Briggs, a former Vice-Chancellor of Sussex University, was appointed at a special joint meeting of the Open University's council and senate last Friday.

He has been associated with the Open University since its birth, and was a member of the planning committee which established many of the university's present features.

As an academic he has featured in many of the university's broadcasts, and he served as a member of the Open University council from 1969 to 1972.

He is also well known for his work on broadcasting, including a three volume history of broadcasting in Britain.

In a statement about his appointment as OU Chancellor, Lord Briggs said this week: "I have been associated with the Open University since its birth, and I am deeply concerned with the international as well as the national role which the university can play. I have already written and taken part in many radio and television programmes for the university, and I hope I will be able to continue doing this."

## Fircroft safeguards proposed

by Maggie Richards

Measures to safeguard the liberal content of studies at Fircroft adult residential college in Birmingham have been proposed by the Charity Commission, following disagreement over trade union involvement.

The new proposals come after plans to re-open the college—closed three years after student unrest—were postponed after the Charity Commission's intervention.

The Commission objected to the proposal to give trade union representatives a simply majority on the new governing body, and expressed concern that this would threaten the original concept of the college as an institution offering liberal education to working men—free from political or religious influence.

It is understood that the new proposals by-pass the contentious issue of the simple majority of trade unionists by suggesting that in key areas such as appointment of staff, use of buildings, and the college

curriculum, there should be a more broadly based representation to provide a fair balance.

A spokesman for the Commission would say only that there was deep concern that the college should remain a non-institution dedicated to adult liberal education.

Details of the new proposals were sent to interested parties earlier this week, but no reactions have yet been received by the Commission. The group of eight include student representatives, former governors and the student chairman for the three years prior to Fircroft's closure.

Their statement says: "We challenge the assumption that the majority of trade unionists would limit their intellectual horizons. There has in fact been such a majority for a number of years in the college's governing body, and the TUC has expressed its support for a strong trade union emphasis in Fircroft."

The TUC warned that it would withdraw from collaboration unless the simple majority structure was maintained. The group of eight have asked the

Charity Commission to meet this and have also submitted a statement rebutting the claims of the Old Fircrofters' Guild that the trade union representation would endanger the college's focus on liberal education.

In their submission the guild, former students and friends of Fircroft, expressed fears that the liberal education element would be swamped by trade unionist influence.

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## University teacher training to undergo major review

by John O'Leary

A major review of teacher training in universities is to be launched next year to supplement a number of recommendations on the content of Postgraduate Certificate in Education courses now being considered by the Universities Council for the Education of Teachers (UCET).

The Department of Education and Science has awarded a grant of £55,000 for three years of research by a consortium of 10 universities under Professor Gerald Benham, of Leicester. It is expected to provide the first national picture of postgraduate teacher training.

The research was requested by UCET which is anxious to examine PGCE courses, since they will provide the majority of newly-trained teachers by 1981. A working party under the chairmanship of Professor Paul Hirst, of Cambridge University, is in the process of drawing up recommendations on course content.

## Empty places on BED courses

This year's reduced target of 10,000 students on BED courses seemed unlikely to be met this year as almost all courses prepared to start with vacant places.

In the public sector, the traditional last-minute recruitment was disappointing, but publicity that there were still university vacancies was said to be cutting back numbers.

Diversified courses in the colleges and institutes of higher education also remained unfilled, but the Government hopes that the potential for late recruitment made these less of an immediate problem.

While most BED courses will shortly accept their last entrants, students will be able to join a number of diversified courses up to the end of next month.

Despite the vacancies, the colleges are generally satisfied with recruitment levels, which are expected to be comparable with last year's figures.

Fears that there would be a drastic shortfall in the college have proved unfounded.

Mrs Mary Sowter, secretary of the Council Register and Clerk House, said: "I would hope that we would move towards the 10,000 target. We are now in a very competitive market for students, but we are confident that we have been able to attract a sufficient number of students."

"I would think that on the whole recruitment has been better for BED than for the diversified courses, because they are older established courses, but some of the colleges have been very pleased with the response for their other degrees."

Places remain on BED courses in most subjects, including English and physical education. Only the College of Ripon and York St John was known to have finished recruiting to its diversified courses.

Although any recommendation approved by UCET would carry advisory status only, it would be bound to meet considerable resistance.

The research project, however, is not intended to carry any proposals. Professor Benham said that teacher education was generally under-researched and the PGCE was the least researched.

The three main aims are to provide a "descriptive map" of PGCE, to assess the differences in training between subject areas and to discover students' views on the course and their relation to the problems they face in schools.

A meeting of the 10 universities next month will discuss the findings of the research to their institutions or, more likely, to a more widespread study.

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## Y-cs to grasp industrial democracy nettle

by Judith Judd and Ngaio Cragner

Chancellor's meeting today to review policy on industrial democracy in the face of mounting pressure from trade unions for representation and official non-alignment. The subject heads the list of the agenda for the CVCP's first full meeting of the year and the review comes only weeks after a working party concluded that universities should go their own way in the development of industrial democracy.

But it is known that the University Grants Committee considered the question in July and then the CVCP document had been drawn up by the government's own White Paper based on the Bullock Committee of Inquiry on industrial democracy. Many unions have expressed their dissatisfaction with the CVCP view and feel that universities must change their structures to allow modern representation.

In April, after 18 months' deliberation, a CVCP working group put the emphasis on the role of different institutions in doing as they can to develop an academic community.

The non-teaching staff unions said this week that they would try to block any legislation which their employers wanted to go through parliament. They will persist in their course until universities give in to their demand that there should be a national grading appeals system for clerical staff. They aim to use the same means in

and's meeting, in Leeds, is an annual, informal gathering where there will be wide-ranging debate on a number of politically live issues. Other subjects to be discussed, particularly as they may be mentioned in the Queen's Speech at the beginning of the next Parliamentary term, will be student union finance, the 1980s and 1990s, tuition fees and the academic staff structures.

But in the context of industrial democracy and relations, there is some concern at the increasing willingness of unions to resort to legal actions to get their way. The Association of University Teachers was able, for example, in the University of London Bill, to get a clause inserted in its rights to be consulted.

With the growth of legislation on matters affecting employment, health and safety, industrial relations and sex discrimination, unions have developed their professional expertise while universities have not. They have been traditionally reluctant to deal with people collectively as members of a union rather than as individuals.

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put pressure on universities over industrial democracy.

The unions involved, representing about 70,000 workers in universities, are the Amalgamated Union of Engineering Workers, the National and Local Government Officers' Association, the National Union of Public Employees, the Transport and General Workers Union, the General and Municipal Workers Union and the Union of Construction and Allied Trades and Technicians.

Mrs Rita Donaghy, chairman of the central council for non-teaching staffs in universities, said: "We shall make it impossible for any university to get a Bill through parliament." The story of legislation involved would be the recent University of London Bill which tightened up its statute-making powers of the King's College Bill. There are no such Bills in the pipeline in the moment.

The occasions on which universities need to use Parliament in this way are limited. London, for instance, had not changed its statutes for 50 years. Universities have said in response to the demand for a national appeals system that they have good local procedures and that appeals are disruptive. They are also concerned to preserve their autonomy.

Mrs Donaghy said the unions did not want to attack academic autonomy but they were prepared to do so if there were no other way of securing a just appeals mechanism.

## Literacy triumphs set against need to widen service

by Maggie Richards

More than 125,000 students have received literacy tuition but increasing group tuition is being introduced at an earlier stage as the scheme is rolled out to literacy difficulties, the report says.

The report of the third year of operation of the Adult Literacy Campaign, published by the Department of Education and Science, records the dramatic achievements of the past three years, but acknowledges the need for continued effort.

In a separate report on the impact of the literacy campaign, Professor Henry Arthur Jones, of Leicester University, and Dr Alan Charney, research officer of the National Institute of Adult Education, conclude that only the "tip of the iceberg" has been reached, and that the requirement now is for a wider service of adult basic education.

Their recipe for the future is a combination of several ingredients: sustained broadcasting linked to literacy tuition through a telephone service; enrichment of volunteers; training facilities provided by special publications and local provision; pamphleting; finance from Government sources; and publishing and advisory services.

Their report, compiled after extensive investigations in six districts with tutors and students and later visits to 35 of the 104 local education authorities, remarks on the flexibility of services provided, with every attempt being made to meet individual needs.

The individualistic approach con-

tinues to be an important facet of literacy tuition, but increasing group tuition is being introduced at an earlier stage as the scheme is rolled out to literacy difficulties, the report says.

Research also revealed the importance of the personal development of the individual, and the importance of the student's family in encouraging involvement and continued attendance.

Acknowledging the vital part played in the campaign by the media, and in particular the BBC, the report comments: "It is obvious that the broadcaster must have an integral role in any national development in popular adult education."

In this particular enterprise, however, there is evidence that the dedicated student body is only the tip of an iceberg and that broadcasting has therefore been able to offer only a partial solution to the problem of literacy.

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The individualistic approach con-

## The train now standing at terminal 2...

by Robin McKie

Readers who recall a blissful youth peering in the rival mortis of a train or Hornby model train sets will find a jocular green over the back of researchers at Newcastle University. Post-graduate and graduate students at the computing laboratory there are now working on a £250 model rail set—called by Big Brother himself, a model 6800 computer.

The track and eight engines are used as a visual aid for students who are carrying out computing experiments in control systems. Instead of using normal visual display techniques, which would involve about £5,000-worth of computer hardware and television screens, this cheaper, and more entertaining alternative has been developed.

There are other advantages to the model train system. "The human feedback is far more apparent," said Mr John Givens, senior logic designer at the laboratory. "If you make a blunder, it becomes very apparent." In other words, poor programming is likely to knock the living daylight out of little trains.

Using a computer allows operators to run more trains on more complicated routes than would be possible with only manual controls. To do this, the student must first define the problem, install additional instruments, and develop and test the programs for correct operation. Then, presumably, he can start playing with trains.

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## Birmingham science park plan

by Nigam Crequer

Management consultants are to carry out a six-month study into the feasibility and desirability of establishing an industrial science park in Birmingham.

The University of Birmingham, the City Council and the West Midlands county council have jointly commissioned Coopers and Lybrand Associates Ltd, management and economic consultants, to carry out the work.

The point of an industrial science park is to help to bring universities' skills and resources to bear in a wider environment. It would involve the establishment of a number of

high-technology, science based industrial activities, on a site near to a university or institutions of advanced education with a strong base in scientific and technological research.

Research staff would be able to use local facilities to test particular theories. The site would resemble a park, rather than industrial estate, with landscaping and low density.

There are already industrial science parks at Cambridge, Edinburgh and Warrington although they are more common in other countries, particularly the United States of America.

The three parties involved said in a joint statement this week. "In the past, scientific innovation and

technical inventiveness have been inhibited by factors, stimulating industrial growth and prosperity in Birmingham.

"Establishment of an industrial science park in the city could thus form a vital part of the efforts at public and private authorities alike to revitalize and restructure the economy of Birmingham. It is, for this reason that the present exploratory study has been commissioned."

As part of the study, there will be a consideration of the potential for fruitful commercial collaboration between academic and research institutions and existing and new industry. From this could follow detailed investigations into the scale and nature of a park and its cost.

## Fresh horizons for adult students

by Maggie Richburts

Courses offering mature students non-residential full and part-time study opportunities backed by a strong element of educational counselling present the way ahead for continuing education, according to two of Britain's most eminent adult educators.

In their new book *Learning Later* Dr Edward Hutchinson and Dr John Edith detail the progress of "Fresh Horizons" courses at the City Literary Institute in London, which were pioneered by Mrs Hutchinson in 1966. The venture is also compared to provision for mature students at two adult residential colleges, Ulster and Telford.

The authors conclude that these earlier models, while doing an excellent job, are not adequate to cope with the extra demand that the Fresh Horizons project has proved can be generated.

They point to the higher costs incurred, adding: "Such extra resources, leave plenty of room for argument as to whether like is being compared with like, but with a difference in public cost ratio in the order of five to one, the differential advantages of residential over non-residential provision need to be very large, and clearly evident, to justify further allocation of public funds for adult education in prospect."

The book also notes that changing life-styles, particularly among women, are making residential education a less attractive prospect in students.

For the financial year 1975-76, the residential colleges attracted one sixth of the total central government funds for adult education, although the total number of students accommodated was little more than 500.

In contrast, the book says, a Fresh Horizons course offers tuition, tutoring and counselling in about 100 units a year, and its tutors are available to answer in queries and administer general counselling services.

"When the members of the Russell Committee accepted the need for limited residential provision, 'in safeguarding the special needs of a minority group', they were properly impressed by past achievement, but singularly unaware of its contemporary inadequacy. To be generous to a few hundred 'late developers' implies in great criticism of the early education that failed them to attain the level of competence that the response to Fresh Horizons and similar courses already makes apparent is quite another matter, and quite outside the ability of residential colleges to remedy."

In emphasizing the importance of counselling services on the Fresh Horizons courses, the authors state: "There are many possible moments to assist in adult life, in work, in the home, in social life, that trigger off feelings of inadequacy arising from early educational loss, or today's mounting educational expectations. But they do not call merely for routine information and advice. Deep personal attitudes and feelings are involved, differing from person to person."

They add: "Counselling is a continuous process as a new recruit to learning expands under the influence of developing skills, it thrives best in the atmosphere of learning. The student then dares to ask the question, 'have more clearly what to ask, probes a variety of possibilities with the counsellor and becomes ripe to make a decision. The counsellor follows the explanation, encouraging the process of self-diagnosis. But whether the process is within the learning situation or not the need exists for more than information to be forthcoming."

"And if counselling needs have been identified within the university and school system how much more are they likely to exist within a heterogeneous adult population?" *Learning Later*, Frank Heath, English Adult Education by Edith and Edward Hutchinson, Routledge and Kegan Paul, price £6.95.

## Business boom forces poly reorganization

by David Jobbins

Rapid expansion of business and management courses has led to a major reorganisation at Preston Polytechnic. The business and management studies faculty is being split into four schools—each with its own head and the polytechnic has said it may confer the title of professor where "appropriate".

Two headships—accounting and business studies—have already been filled. Interviewing for the other two, and for headships of new schools of social studies and psychology, is still under way.

The total numbers of students in the business studies and management faculty has risen from 279 in 1975-76 to 435 in the post academic year.

Administrators estimate 576 business studies and management students for 1978-79, although enrolment has not yet finished. By 1982-83 they are planning for 755. From a start in 1974 with one degree course, one BND course and

some professional courses, the faculty now offers degree courses in accountancy, business studies, and law, and a part time business studies degree. "This has gone through very rapidly indeed," says the polytechnic's chief administrative officer, Mr Geoffrey Goodwin.

Initially one head was responsible for the entire department—and for the Limestone School of Management which coordinates management education throughout the county and the metropolitan borough of Wigan.

On the decision to award the title of professor, Mr Goodwin made clear that the honour will not follow automatically.

"We are being very rigorous about it," two university professors have been brought on to the interviewing panel as assessors. "We are quite determined and we are going to set a high standard and will only award the title where we think it appropriate. We are not going to make appointments unless we are absolutely sure we have the right people."

## Accommodation officers end their strike

by John O'Leary

Accommodation officers at four London polytechnics have ended their strike, which lasted three weeks. It was settled after renewed talks between the National and Local Government Officers' Association, the Inner London Education Authority and secretaries of the polytechnics. Although only four people were involved, the support of other campus unions brought a halt to work on accommodation inquiries at South Bank, Central, City and North London Polytechnics.

A compromise solution gave the officers an increase of approximately £12 a week, promising them by one salary scale rather than the two they had demanded. It was also agreed that a review of all clerical and administrative personnel salaries would be carried out.

The officers returned to work on Wednesday amid conflicting assessments of the damage done by the strike, which coincided with autumn examinations and the start of the new academic year.

At a conference on student union finances, jointly convened by the TUC, the National Union of Students and the Society for Research into Higher Education, is being held on November 15 at North London Polytechnic. Special attention will be paid to the financing of student unions from new sources and the continuing education of life.

## New technology syllabuses fail to win recognition

by Robin McKie

Universities and polytechnics have been urged to give greater recognition to new syllabuses O and A levels in technological subjects. The National Association of Head Teachers says it is particularly concerned that the recently-launched courses, designed to make school teaching more relevant to industry, are being ignored, especially by polytechnics.

The warning follows a survey by the association which showed the many admission tutors believed the new O and A levels in design, technology and engineering science were lightweight options.

"We believe the new syllabuses to be more demanding than is appreciated and suitable for the more able candidates since they require significant standards of literacy and numeracy, while the student must also be design conscious and able to conceptualise ideas", it states in a report.

Of the 36 universities contacted 79 per cent replied, compared with only 48 per cent of polytechnics. Of universities which replied, 54 per cent said they accepted A-level courses in design, technology and engineering science for matriculation. A further 32 per cent gave full recognition to engineering science but not design and technology.

Of polytechnics which replied only 27 per cent said they would accept any of the subjects for admission purposes. It is clear that the polytechnics particularly could be encouraged to do much more by way of making their admission staff aware of the standard and content of these new courses," the association report adds.

Some tutors were clearly unaware of the existence of these subjects or of the examination boards offering such syllabuses.

The survey results have been sent to all universities and polytechnics and the association says it hopes it will encourage admissions tutors to give the new courses a proper appraisal.

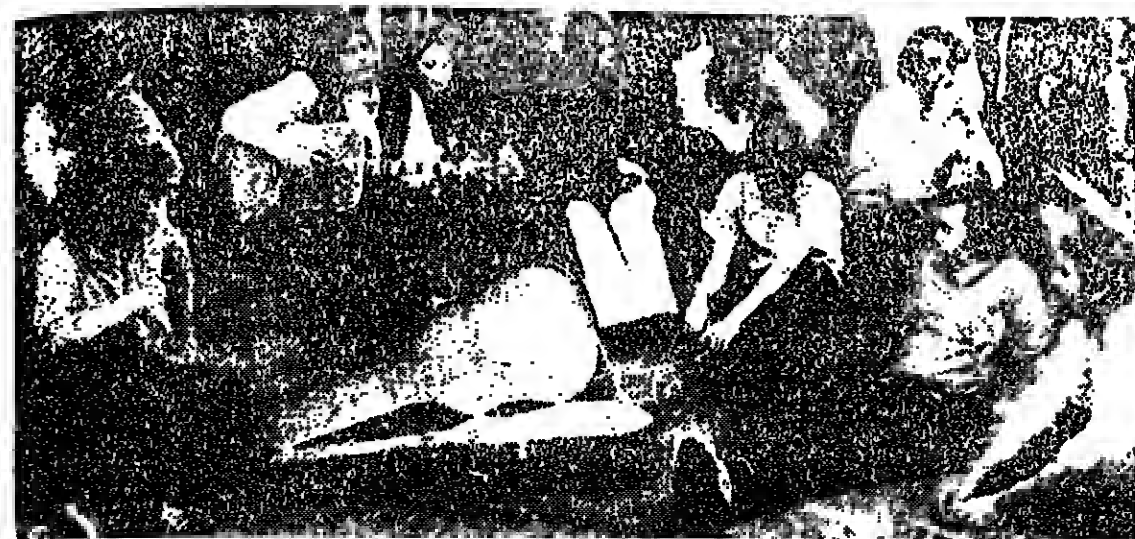
## Dublin expert on Hebrew retires

Dr Jacob Weingreen, the Erasmus Smith Professor of Hebrew at Trinity College, Dublin, for the past 41 years, is to retire at the end of this month.

Dr Weingreen, aged 70, wrote, in 1939, *The Sacred Grammar for Classical Hebrew*, which has become one of the best-known grammars and which still sells at a rate of 4,000 copies a year.

He will leave behind what is to be known as the Weingreen Museum of Biblical Antiquities, a collection which contains valuable material from Palestinian excavations and Greek, Roman and Egyptian antiquities.

## North American News



Students' ideals "have shifted from broad social concerns to their personal well-being".

## Student rivals join forces

from Clive Cookson

WASHINGTON There are distinct signs of a revival of America's dormant student movement with the two major student unions on the point of joining forces.

The merger of the National Student Association (NSA) and the National Student Lobby—once bitter rivals—to form a new United States Student Association (USSA) was approved overwhelmingly at a joint assembly of the two groups in Boulder, Colorado. It will take effect within a few weeks when legal formalities have been completed.

Critics say the chief impetus for amalgamation was the fact that each organisation would have gone bankrupt in its own, but their leaders claim more idealistic motives.

For the past two or three years the policies and activities of the NSA and NSA have been remarkably similar and the old antagonisms between the leaders have faded away. The NSA was founded in 1971 by students disillusioned with the NSA's preoccupation with broad social concerns and its alleged neglect of broad and better known issues, but its early natural focus was on the NSA.

According to Frank Jackalone, who has been executive director of the NSA for the past year and is about to become the first chairman of the USSA, the merger—the extension of creating a new national student association—is doing a lot to rekindle enthusiasm.

The USSA will start life with a membership of 340 student governments (as campus student unions are called in the United States). This is nearly double the combined membership of the NSA and NSA, a year ago, but it still leaves eight or nine million full-time and part-time students unrepresented.

Within five years Mr Jackalone expects to have six million American students represented by the USSA through their student governments. Institutional membership costs between \$75 and \$275 a year depending on the size of the student body.

To supplement this institutional membership, the association also plans to introduce individual membership (perhaps \$5 or \$10 a year),

and persuade one or two million students to join on an individual basis.

Mr Jackalone, a 23-year-old economics graduate, says the USSA will concentrate initially on two basic issues: fighting the rising costs of higher education, and safeguarding and extending students' rights. They will take priority over the social issues that have traditionally preoccupied the NSA.

However, Mr Jackalone says the association will not refrain at all from trying to influence the national debate on controversial subjects like abortion, affirmative action, women's rights, desertion of military service, even the deregulation of America's oil industry. It stands on these political issues can be described as "liberal-progressive".

At the Boulder meeting a conservative "reform caucus" campaigned against the USSA involvement in social issues. The association should stick entirely to higher education and student financial aid, the caucus said, and not risk antagonising people with controversial political statements. Because the association believed this movement, the USSA faces a possible withdrawal by some conservative student governments, particularly in southern states.

Students' rights featured prominently on the official policy platform unveiled at Boulder. The association believes university administration consistently violating the legal and constitutional rights of its members, for example by denying them freedom of speech or a proper hearing on disciplinary charges.

USSA will try to identify individual campuses with particularly bad records of violating student rights, Mr Jackalone says, and perhaps initiate legal proceedings against the administrations responsible.

The association believes students should be represented or every level of university governance, from food committees to boards of regents and they should be involved in decisions on university budgets, academic requirements, collective bargaining and the employment of faculty members.

Mr Jackalone denies that today's students are apathetic. Their interests have shifted over the past decade "from broad social con-

cerns to issues that directly affect their own personal well-being and survival," he says.

Like the NSA and NSA, the USSA will be based in Washington, where its full-time staff of six (supplemented by another six student interns) will no doubt act like a younger version of the hundreds of other lobbying associations maintained in the nation's capital by America's special interest groups.

This year the USSA plans to hold 13 regional meetings to drum up support. Mr Jackalone hopes that eventually full-time regional offices will be opened, but until that happens the USSA will rely on the 53 campus student leaders who make up its board of directors for lobbying and organizing at the state and regional level.

This is a crucial activity, for the association's membership is drawn most heavily from the big state universities whose students are affected more by the decisions of state legislatures than by Congress.

The USSA regards itself as America's representative on the international student scene. The United States has no other national student organization that is, in a sense, a rival of the USSA. It is known either as the Coalition of Independent College and University Students or as COPUS, an acronym retained from its original name, the Coalition of Private University Students.

COPUS was founded in 1974 by students from private colleges and universities in New England, who felt the NSA and NSA were not meeting their needs. It employs two full-time staff in Washington who run a sophisticated lobbying and information office modelled closely on other Washington lobby groups.

COPUS has about 100 chapters at private colleges and universities, mostly but by no means entirely, in the north-eastern states. Each chapter pays annual dues ranging between \$150 and \$750 and is normally financed by the campus student government.

Although COPUS privately regards itself as a more efficient and effective lobby than USSA, and USSA leaders see COPUS as narrow and elitist, the two are not real enemies, indeed they cooperate informally.

## Political scientists look at British corruption

from David Walker

WASHINGTON The gap between the United States and Britain in terms of political corruption is exaggerated, Mr Michael Pinto-Duschinsky of Brunel University told the American Political Science Association's annual meeting in New York.

After a lengthy catalogue of the Paulson, Crown Agents, and London and County Securities affairs, he noted that there were very strong barriers to the disclosure of public misdeeds in Britain, and that containment is to be preferred to confrontation.

"Reluctance to 'blow the whistle' is part of the off-the-record culture of British public life. This affects politicians, officials and the media," he told the conference.

According to a recent comparative study of government secrecy in 10 Western democracies, secrecy was most highly valued in Britain and France, with the United States and Sweden at the other end of the scale.

Among the several sessions on the fringe of the conference devoted to British politics, the topic of devolution attracted attention, even when cloaked in the discipline's jargon of "ethno-rationalist movements".

Professor J. C. Francis, of the University of Utah, for example, looked at the attitudes of the main political parties in Britain to devolution. Concluding, "The solution is still apparently understood by the party leaders as distant from the substantive concerns of politics. The Scottish issue is interpreted principally in immediate electoral terms and perhaps this is why the Scottish Bill remains a thoroughly bad Bill."

Professor Francis's methods were those of the historian. Elsewhere political scientists assumed the guise of quantifiers—"numbers speak" as one participant was overheard to say—sociologists, and even statisticians. The latter, for example, a paper from Dr Douglas Tibbels of the department of government at Harvard University developed a mathematical model featuring the index of social mobility of the United States and the index of employment on the other.

It concluded, as he himself admitted, with much more originality, that episodes of economic stagnation sharpen class antagonism and social divisions.

Using the techniques of the biographical and sociological, Professor Garrison Nelson of the University of Vermont analysed the backgrounds of recent leaders of the House of Representatives, detecting root continuity, especially between the ranks of those who vote from the east, of Boston and Austin in Texas.

## Million dollar x-ray source for campus

A new intense source of X-rays with energies far higher than those available anywhere else in the United States—or, probably, in the world—is to be built at Cornell University.

The Cornell High Energy Synchrotron Source, Chess as it is called, is associated with the Cornell Electron Storage Ring, a high energy particle accelerator built by the Cornell University and the National Science Foundation at a cost of \$20m over three years. Chess itself will cost \$1m.

The X-rays (known as synchrotron radiation) at emitted when electrons are accelerated in a particle accelerator. They were regarded as a nuisance by high energy physicists, who are primarily interested in the fundamental particles produced when the circulating electrons collide with a target.

More recently, however, synchrotron radiation has been recognized as a useful tool for physicists, chemists, biologists, crystallographers, material scientists, and medical researchers investigating the properties of materials of technological or biological importance. The high energy radiation from Chess—up to 100,000 electron-volts—will be especially suitable for studying the physics of heavy atoms and determining the structure of complex crystals.

## Canadians drop move to oust foreigners

The Canadian government has decided not to strip universities offering teaching and research assistantships to foreign graduates at least for the time being.

The Federal Ministry of Employment and Immigration was widely expected to change the rules from 1979-80 and start treating graduate students like senior faculty members. Universities would then have been prevented from offering assistantships to foreign students unless the positions had been advertised in Canada first and no suitable Canadians had applied.

However, the ministry has now told the universities that it will continue to operate the present rules at least until 1980-81. That means it will automatically give work permits to foreign post-graduate who are offered assistantships.

"We're very relieved," said Grant Clark, secretary of the Council of Ontario Universities, which led the fight against the changes. There seem to be two reasons for the change of heart. Firstly, the proposed change got started by differences of opinion between the federal and provincial governments. Secondly, the universities may have persuaded the ministry that foreign assistants were not a real threat to the livelihood of Canadians. According to Mr Clark, the ministry's figures exaggerated the number of foreigners.

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It will leave behind what is to be known as the Weingreen Museum of Biblical Antiquities, a collection which contains valuable material from Palestinian excavations and Greek, Roman and Egyptian antiquities.



## France Minister considers second 'Vincennes'

from Guy Neave

PARIS  
Despite grave doubts about the economic integrity of the University of Vincennes, the Minister of Higher Education, M. Alain Savary, has announced a second "open access" university in the Paris region.

The idea, raised in the course of a meeting between the minister and the Syndicat Général de l'Enseignement National—a non-communist left-wing body, affiliated to the Confédération Française du Travail—demanded an improvement in the otherwise sorry relationship between the state and universities. For the past two years, M. Savary-Savary has steadfastly refused any meeting with the Syndicat Général.

Unfortunately, this posture has not appeased the President of Vincennes, M. Pierre Merle, who is to take the minister to court for alleged libels about the credibility of his institute. In a characteristically tough speech recently, M. Savary-Savary accused Vincennes of awarding degrees to everyone, irrespective of merit or achievement. "They would even confer a degree on a horse," he said.

The minister's remark will add yet more oil to already troubled waters. With some 30,000 students on a site that, by British standards, would be barely adequate for 3,000, Vincennes has an unenviable reputation. Regularly condemned as a drugs centre, the university, with its colourful bazaar, selling everything from hot sausages to carpets, appears more of a shanty town than an institute of higher education.

The minister's remark was exclusively aimed at Vincennes, but it is likely to have a longer life. In the north of the city at St Denis, despite frantic objections from students, teachers and local councillors, justifying her decision, the minister has ordered a new site to be built. This was a warning to universities in the Paris region.

However, guarantees have been given that the new site will certainly be as large as the present campus. There is, however, a further possibility that a new site should be forthcoming in the next five years. M. Savary-Savary informed the delegates of the Syndicat Général, the university would have the option of moving yet again.

The question remains, in this

inter case, of what should be done with the St Denis campus. Plans envisage turning it over to the Conservatoire des Arts et Métiers—a prestigious part-time engineering and business university. Also sharing the site will be the School of Oriental Languages, a present scattered across three different sites in the city.

Among other topics discussed during the meeting with the Syndicat Général were conditions of service for assistant lecturers. M. Savary-Savary has suggested that assistant lecturers be given medium term tenure for five years on condition they teach 350 hours per year. Those failing to get on the register of recognized teachers in higher education, will be employed for no more than five years at the most.

Reactions to this suggestion by the Syndicat Général are mixed. Syndicat spokesmen pointed out that it runs counter to the guarantee of tenure offered three years ago by the Minister of State for Higher Education, Jean Pierre Soisson. Though regarded as civil servants—as are all teachers in France—assistant lecturers do not have the same guarantee of employment as other public functionaries.

Similar criticism has been voiced by the Syndicat National de l'Enseignement Supérieur, though the bulk of its wrath has fallen—as usual—upon the inequalities of this year's higher education budget. The budget for 1979 represents a 15 per cent increase over last year. The general consensus is that this is slightly better than it might have been. But the auspicious remains, nevertheless, that the government is seeking to cut back on certain disciplines reckoned no longer to be economically viable. Courses with less than 15 students in the first two years and less than 10 in the third and fourth years will henceforth have to be paid out of the contingency fund of local authorities. They will no longer be paid by central government.

Replying to these criticisms, the Ministry of Higher Education has pointed out that, what with the inevitable fall in student numbers in higher education, the 15 per cent increase could be used for substantial improvements in the quality of teaching resources and in the support services available to higher education.

## China Exams reach a new high

by John Gardner

Nearly six million young people took China's notorious wide university examinations held to select students for this autumn.

The candidates, who had earlier been provided with a guide to preparation by the Ministry of Education, had to contend with the Florida heat of the Chinese summer, and "cooling devices and medical care" were thoughtfully made available by most examination centres.

Although the final results have yet to be announced, it has been officially indicated that the level of this year's examinations was higher than last year's.

Not all of the new students have been taken to the examinations as provisions have been made for the exceptionally gifted. In recent months a number of "talent competitions" have been held at national and local level, in which secondary school pupils have vied with each other to demonstrate their prowess in mathematics and other subjects. A number of the prizewinners have been admitted directly to university.

Perhaps the most striking example of the new emphasis on high-intellect has been produced by the Chinese Science and Technology University, an institution directly administered by the Academy of Sciences. In March the university set up a special class for bright youngsters under the age of 16, and is obviously well-pleased with the results, for according to a New China News Agency report the experiment will be repeated.

Applicants must "demonstrate devotion to the cause of the Communist Party and socialism," have

a level of admission equivalent to senior middle school (roughly sixth form), and be aged about 14 or 15. Chongqing University, in East China, has also introduced a novel experiment. An academic credit system has been set up under which students must complete an appropriate number of courses in order to graduate. Instead of taking four or five years to complete a degree, as is the norm, the most able students may, apparently, take on an additional workload and, by obtaining a "credit", skip grades.

The emphasis on ability, which has pervaded Chinese education since the restoration of university entrance examinations last year, has been reinforced by the Chinese press. China's 97.4 per cent of the 1977 intake were the "children of working people", but this term includes soldiers, guerrillas and officers, and it is significant that previous statistics on the class background of the student population have not been released. It has been admitted, however, that intellectual children have gained a greater proportion of university places than in previous years.

A recent article made an ingenious attempt to justify this new meritocracy on two grounds. First, the "gang of four" "saboteurs" of the schools made such a shambles of formal education that "family education and self-education by young people began to assume a new importance." Second, it is now argued that social and economic differences can only be properly eradicated by expanding "the productive forces".

South Africa



Dr. Koornhof challenged

## Politicians reassured on apartheid

from Louis Hutz

JOHANNESBURG  
Fears expressed by supporters of apartheid that recent concessions by some of South Africa's "white" universities to non-white students are undermining the policy of university segregation on racial lines have drawn an emphatic denial from the government.

At a National Party congress in Bloemfontein the Minister of National Education, Dr. Piet Koornhof, assured delegates that the Government stood firmly by the principle of separate universities for all "ethnic" groups or "nations" in the country, as embodied in legislation sponsored by the late Dr. H. F. Verwoerd more than a decade ago.

The exceptions made lately had been confined to small numbers of non-white students who had been allowed to enter segregated white universities to attend specialized courses for which no facilities existed at their own universities. This is not the first time Dr. Koornhof has been challenged on this issue by party supporters. His repeated assurances leave no room for doubt that the government has no intention of departing from its stated policy of university and indeed other forms of educational apartheid. At the same time there are signs of a relaxation of the rigid policy as originally conceived under the pressure of economic and other practical considerations.

Through the academic year in which the University of Stellenbosch broke new ground among South Africa's Afrikaans-language universities by being the only one to open its doors to non-white students at undergraduate level, the experiment is still experiencing teething troubles. So far there are 18 black first-year students of Stellenbosch, in addition to some postgraduates. While the admission to this first Afrikaans-medium university caused a stir in university circles to start with, public reaction has been generally favourable.

But on the campus itself there has been evidence of continued strain. Towards the end of August complaints came from some of the non-whites that white students showed a tendency to treat them as servants and they had little or no part in student life, socially or otherwise. They felt this all the more keenly because among their own community they were in many ways regarded as "superior".

Emphasizing that "problems" of this sort were bound to occur in the circumstances, a university spokesman said that these students were freshmen and time was needed for them to adjust.

Finland

## Banks short of cash for student loans

from Colin Marmbrough

HELSINKI  
Finnish students' access to state-backed study grants and loans does not look like improving in the coming academic year, despite efforts towards more flexible processing of applications.

The State Study Support Centre in Jyväskylä estimates that 180,000 students will apply for grants this year. Eight per cent of applications will be rejected, the same percentage as in 1977-78, primarily on the

Australia

## Abolition of fees 'not redressing balance'

from John Kirkaldy

SYDNEY  
The abolition of tuition fees for university and college of advanced education (CAE) students by the then Labour government in 1974 has had, at best, a marginal effect on the accessibility of higher education to society and economically disadvantaged groups.

This is one of the conclusions of a report on a national study conducted by the University of New South Wales tertiary education research unit, the faculty of education, Monash University and the education research unit of the Australian National University.

"We can safely infer that not many upper Social Economic Status (SES) students of mediocre ability have been replaced by able lower SES students," the report states.

The report, *Students in Australian Higher Education: A Study of Their Social Composition Since the Abolition of Fees*, was written by Dr. Don Anderson, professorial fellow in the education research unit at the ANU and chairman of the inquiry into post-secondary education in South Australia, Mr. Rick Brown, a TERC research consultant, Professor Peter Penhall, professor of science education at Monash University and Dr. John Powell, assistant director of TERC.

The report was prepared for and financed by the Australian Vice-

chancellor's Committee, the federal government's Education Research and Development Committee and the Conference of Principals of CAES.

In 1974 the Labour government of Mr. Gough Whitlam abolished fees and established the Tertiary Education Assistance Scheme because previous federal schemes were alleged to do nothing to help poor students who did not win scholarships awarded on a competitive basis.

The survey had two main aims: to provide a description of the population of students in higher education in Australia and to make an assessment of the effect of the abolition of fees on the composition of the student population. Data was collected during the mid-1970s from students' communication courses for the first time at all the country's universities and 59 out of the country's 79 CAEs.

The report found that the social composition of students in higher education appears to have changed little over recent years. Earlier studies by other researchers showed that the higher social education groups (indicated by father's education, occupation or income and the type of school the student attended) are consistently over-represented.

"This result is not surprising since those families with higher education and professional occupations provide the environment and role model needed for their children to aspire to and attain higher education," the report states.

When asked what type of course

they would have taken in 1974 if there had still been tuition fees, a little over 20 per cent of all students surveyed claimed they would not have enrolled or would have had to defer the enrolment. The proportion saying that fees would affect their enrolment was greater among the groups under-represented in education.

The groups were: women, grants students from country schools, older students, students who live away from home and students from low SES family backgrounds.

The report concludes: "The effect of fee abolition on the social composition of students in higher education is small although large numbers of individuals are affected by the presence or absence of fees and those who are so affected are disproportionately from the lower SES and other under-represented groups."

The report believes that as change at a particular point in education is unlikely to have any great effects on the social composition of students in higher education. "Most of the socially handicapped circumstances have been their effect will be before students even get to the point of entering a place in higher education," it says.

It believes that a more broad-based approach to the problems of access in higher education needs to be adopted.

Inevitably, venturing in unexplored territory has led to teething troubles. Just as the OU in its early days encountered problems in the bald presentation of its strategic materials by lecturers armed with blackboards and selfily moved on to more sophisticated electronic techniques, so the post-experience unit in its attempt to meet the needs of its clientele has encountered difficulties.

Coordination of the general community education output is the responsibility of Mr. Nick Varney. His department's contribution encompasses a wide range of material which is less academically demanding. Learning for only eight to 16 weeks, these short courses do not necessarily involve the student in any fee-for-service tuition or assessment.

For parents there is "First Years of Life", a joint venture with the Health Education Council, which offers instruction on early develop-

## How a coup ruined 'the Switzerland of Latin America'

John O'Leary on a drive  
to publicise the effects  
of the military  
regime in Uruguay

It is an unfortunate, but perhaps inevitable, fact that repression in many parts of the world attracts considerably greater attention than to others. While lustrous, or torture may be no more comfortable in those countries which come under the spotlight of concerned individuals or organisations in the knowledge that international pressure may pay off one day.

The problem for the thousands of people who have been the victims of the military coup of 1973 is that their plight has not become a cause célèbre. Although the country is estimated to have four or five million political prisoners, the head of population as Chile, relatively to try to alter the internal political climate.

One attempt at a remedy began with a visit to London this month by Mr. Ricardo Villoro, the former secretary of the Federación de Secundaria Teachers. Having spent five years as a political

prisoner, he is better able than most to give an outside view of the account of repression in Uruguay and, since he credits his eventual release after re-arrest to international pressure, he is determined to focus more attention on conditions. His initial aim is to re-establish the federation in exile, using it as a channel for information on events in Uruguay, particularly where they concern those in education.

Mr. Villoro was arrested just three months after the military regime seized power in June, 1973, remaining in prison until last April. Although he acknowledges that the treatment he received was less brutal than that experienced by many prisoners, some of whom have died, he was tortured during his sentences.

Shortly after his release, Mr. Villoro was kidnapped by members of the army and held captive for a further two months. His case was taken up by informed sympathisers outside Uruguay and he was released again, going into exile in Holland where he has temporarily based his attempts to revive the federation.

If overtures to trade unions and voluntary organisations are successful, the federation will add offices in Paris and London, and will attempt to emulate the achievements of the Chilean solidarity movements. French trade unions have agreed to provide some 20,000 at the university, and teachers and professors dismissed from their posts, as well as for the families of imprisoned

educators. The thing of Mr. Villoro's London visit is not only an appeal to British millions laypeople but the World University Service, whose Chilean Programme has benefited hundreds of students, is keen to expand its activities concerning Uruguay.

What they seek to expose, though not well-known as yet, is starkly simple to illustrate and has many parallels with Chile. Traditionally Uruguay has been something of an oddity in South America, being less prone to the regular coups which mark the character of life in neighbouring countries, and it has steadily developed social legislation, which included free education for all.

The country was known as the Switzerland of Latin America and its pride and joy was the University of the Republic, in Montevideo, which was founded in 1849 and is responsible for all higher education. Standards were maintained at a high level, attracting students from all over Latin America and contributing to the country's reputation. The university remained free from government control and was far ahead of its time in terms of internal democracy, allowing students a role in decision-making as early as 1908. There were 20,000 at the university in 1973 and they had about 25 per cent representation on the general governing council and faculty councils.

Mr. Mario Delgado, a former researcher there who describes the effects of the coup on higher education in a forthcoming issue of the magazine *Index on Censorship*, lists the following as the appointment of

the new regime was education. The existence of the General Education Council, adopted the previous year after some protest, had laid the ground for the government interference which had always been avoided. The President now appointed the Council which had responsibility for all forms of education, and a series of articles legitimized the imposition of political bias into schools and the university. Two in particular left the authorities with carte blanche.

It was not long before the military regime made full use of both. First, compulsory elections were held at the university but 80 per cent of teachers, students and graduates voted against the proposed government candidates. Soon afterwards, a bomb exploded at the university, the military intervened, sacking 60 per cent of the teachers in two years and removing all the staff in the humanities faculty. Police began to patrol educational institutions to see that no subversive activities were carried out and staff were forced to sign on their colleagues. Research institutes for social sciences, law and mathematics were all closed and little of the earlier research is now continued to any faculty.

Mr. Mario Delgado, a former researcher there who describes the effects of the coup on higher education in a forthcoming issue of the magazine *Index on Censorship*, lists the following as the appointment of

unqualified relatives of high-ranking officers to senior positions. He says: "Frustrated theories are suppressed as 'regime' and pornography. In history of art courses for the BA degree the use of slides is forbidden because Rousseau's art offence morality with its paintings of the nude."

The number of students has been severely cut back and their freedom of movement on campus is now restricted. Every student has to sign a document promising to abstain from any political activity and to denounce any colleague who breaks this code. Teacher training is available only to those in the most acceptable of three social categories drawn up by the police. The number of students in the university has been drastically reduced in keeping with the "Chile style" management of the economy strictly according to market forces.

Unlike Chile, where policies of open repression have been replaced by micro subtle controls, Uruguay shows no signs of any sort of liberalisation in present. Mr. Villoro and his colleagues recognize that the chances of the regime being overthrown in the near future are slim but they are convinced that external pressure can secure the release of students and teachers now in prison. The British government has always been wary of opening the floodgates to refugee students but, with increasing pressure, being applied to extend the Chilean scheme, it is possible that Uruguay may cease to be the forgotten cause it is today.

Maggie Richards



"The pre-school child" and "The handicapped person in the community" are two new courses by the OU's post-experience unit.

and expertise for individuals, institutions and organizations. The system would be supported by a huge resource catalogue, where facilities and resource packages available throughout the country would be indexed. Users of the system might be tutors—or the individual learners themselves.

Community education forms only one segment of the work of the post-experience unit, which also deals exclusively with in-service training for teachers. It was in this area that the OU decided to launch its first diploma—in reading development.

Enrolment figures are spectacular. The diploma has attracted the largest number of students outside the compulsory foundation elements of the undergraduate programme.

Heavy emphasis is placed on advising the teacher in the classroom on a practical basis, rather than on the acquisition of theoretical knowledge. The diploma has a team of fieldworkers in schools throughout the country so that course content is thoroughly tested in the classroom before it reaches the student.

It is the belief of Mr. John Meritt, coordinator of in-service education of teachers, that every teacher can be a resource centre in his own school, disseminating information and advice to help colleagues.

Taking this year one stage further, he suggests teachers could respond not only to the needs of the school, but to those of parents in one broader field of community education, making schools aware of wider responsibilities and bringing education around in a full circle.

One problem for the staff in in



## Smallpox outbreak shows campus safety problem

Professor Henry Bedson, head of the department of medical microbiology at Birmingham University's medical school, killed himself last month after a medical photographer in the anatomy department caught smallpox. Mrs Janet Parker later died of the disease.

The university has said that a preliminary report from the city's health authority inquiry team has disclosed no fault in the safety precautions at Professor Bedson's laboratory.

But the health authority will only go as far as to say that the inquiry team has been unable to identify the source of the outbreak. Mr David Ennals, Social Services Secretary, has ordered the outbreak to be investigated by a team under Professor Reginald Shooter of St Bartholomew's Hospital. Whatever the truth, Professor Bedson's case shows the weight of responsibility carried by a head of department whose research involves hazards of this sort. It also highlights the difficulty in applying the Health and Safety at Work Act to universities.

The Act is designed to deal chiefly with safety in factories where there is a clear line of management. In universities, the structure is more democratic and less well-defined, yet the responsibility falls ultimately on the head of department.

The position of universities differs from that of industry over safety precautions in other ways. They are institutions whose job it is to advance knowledge and research which, by its very nature, involves uncertainty and risk. Is it possible to protect those who work in universities against such dangers? How much more can be done to promote safety in universities?

The evidence on the subject is conflicting. A preliminary report from the Health and Safety Executive (HSE) on safety in universities, carried out by Miss Nana Currie, was published this summer. Miss Currie's conclusions, based on a study of six universities, were that there was generally a high awareness of safety needs.

She was concerned that radiation hazard warnings had been ignored; that special precautions had not been taken to deal with X-ray equipment; that safety measures were not always coordinated and that records were sometimes inadequate. There were, she said, widespread differences in precautions on laser radiation.

However, Miss Currie summarized her findings thus: "There is more risk of people being killed maintaining university plant and buildings than being killed as a result of research."

Universities deny that they are complacent about safety. They say that they have been concerned about it for 20 years and they, themselves, pressed for the Currie report. Although the report reaches no emphatic conclusions, and though it concerns only six universities, they feel it helps to vindicate this view.

Against it must be set the decision of the HSE to put a prohibition order on Birmingham University stopping work on smallpox and "any other similarly dangerous pathogens" until the recommendations of a 1975 working party have been carried out. These include provision of protective clothing and the siting and structure of toxic laboratories.

Other measures to improve university safety are already in train. Next week the first university safety representatives take up their posts. Under the Health and Safety at Work Act recognized trade unions may appoint a safety representative with powers to inspect potential hazards and to represent employees over safety matters.

One university administrator suggested that the representatives would have only a marginal effect on safety standards. There might be one or two cases to which a trade unionist would refer rather than would otherwise have been the case, but academics had traditionally been most careful about the hazards involved in their research.

But the trade unions see the role of the safety representative, dif-

ferently. Mr John Akker, deputy general secretary of the Association of University Teachers, said the representatives would have substantial power to inspect and intervene. They would be an independent force ensuring that the right balance was struck between the demands of safety and the demands of research. "They will be able to call in experts from outside if need be and members of the health and safety inspectorate," he said.

The unions are less sanguine than the university authorities about safety standards. A statement at the TUC conference, issued by the unions representing 100,000 university employees, deplored the lukewarm reception given by employers to the appointment of trade union safety representatives.

The two sides differ in their attitude to the Act. The authorities believe that universities are a special case and should not be treated like factories. They handle chemicals in smaller quantities than industry, they say. When you are producing a thousand tons of dynamite you have to be more careful than if you are producing a couple of cubic centimetres.

Everyone accepts that some regulations, such as those about asbestos, must apply generally but some administrators feel that guidelines set out by the Committee of Vice-Chancellors and Principals are sufficient to ensure safety standards.

However, the AUT, while acknowledging that the Act is not adequate for universities, believes there is no reason why there should be one rule for a factory and another for a university.

Mr Akker said that the AUT had pressed for the Act to be applied to universities. The problem with the vice-chancellors' code was that it was voluntary. "I don't think universities can be self-regulating over this," he said. "Though the association accepted that there were different circumstances affecting, say, the use of a piece of machinery in a university from those affecting its use in a factory it was still true that academic contracted industrial diseases from chemicals, asbestos and radiation."

Those working in chemistry departments were particularly at risk, because of the carcinogenic substances they used. Several cases of this sort had been brought to the association's attention recently.

A joint consultative committee is currently looking at some of the universities' special difficulties which many people feel were not tackled in the Currie report. The committee aims to establish criteria for judging health and safety standards to cover the huge range of hazards in universities. One criticism of the Currie report was that it only covered six universities.

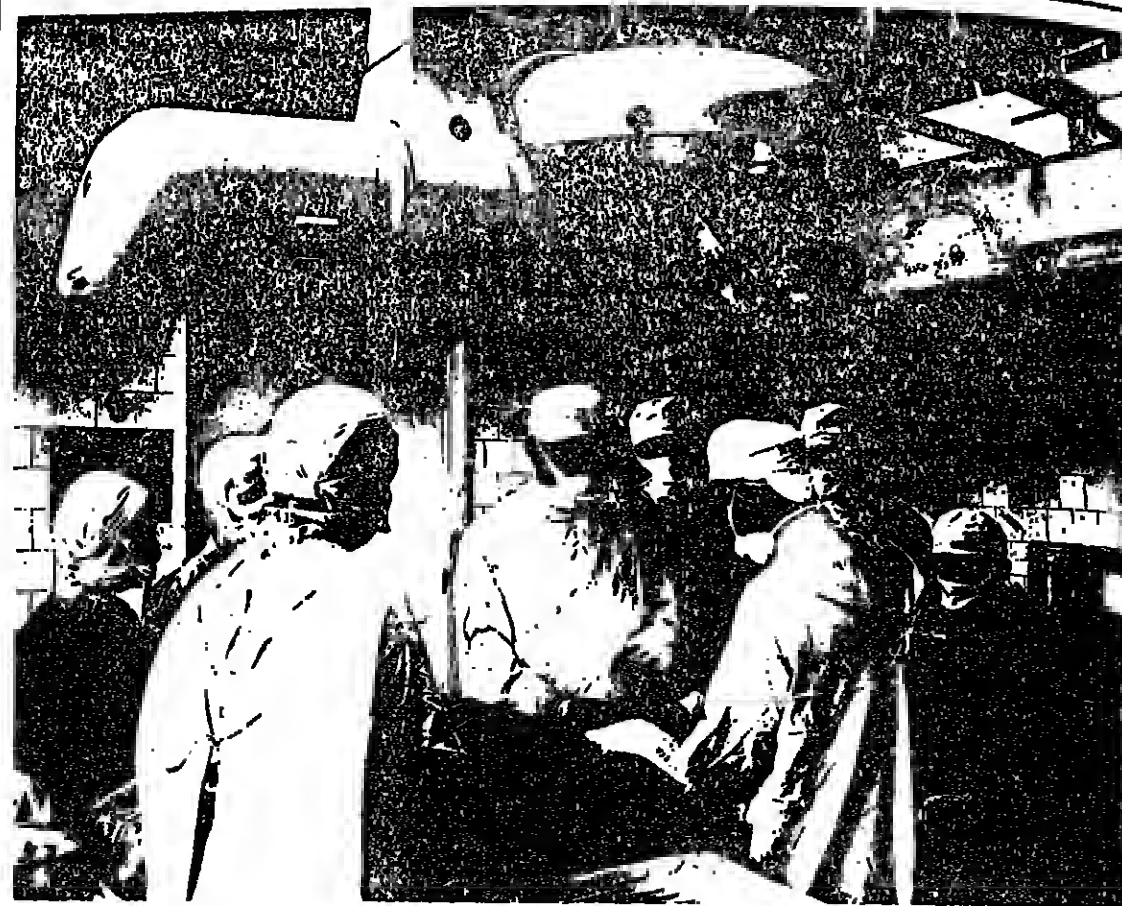
The committee will have to find a middle way between those who believe that a tightening up on safety is vital and those who fear that research will be paralysed by a labyrinth of regulations. The creation of dangers, any the less, is an important part of research. Researchers may be carrying out an experiment not knowing whether it is going to blow up or not.

This group argues that academic education is the "heart" of our work. Mr Akker said: "We are sure that sensible guidelines can be worked out to promote health and safety in universities, and at the same time safeguard research activities."

In the end, money may prove more of a stumbling block than the guidelines. A survey of universities by the CVCP revealed that £48m would be needed to bring them up to the standards laid down in the Act. Around £12m of this was considered to be urgent, though only about £3m has actually been provided.

The figure represents universities' estimate of their own needs and is, inevitably, a rather arbitrary one. But it shows that the Government, as well as the universities, will have to recognize the implications of the new Act.

Judith Judd



## Prescription for better medics

Robbie McKie looks at Sir George Pickering's study of medical education

At the beginning of his *Quest for excellence in medical education*, Sir George Pickering recalls the story of a recently qualified doctor friend who was told that a patient believed her husband was poisoning her with arsenic.

Accordingly, the fledgling doctor prepared to perform Mar's test for arsenic poisoning which he had performed as a student. He found a flask, a funnel, cork, glass tubing and created a paracetic container out of a broken crucible.

With commendable initiative, he then removed zinc from the roof and set up the apparatus so hydrogen could be passed over samples of the patient's hair and nails in a suitable way arsenic in the glass tubing.

The intrepid medic then lit the hydrogen escaping from the tube at which the whole apparatus exploded. Luckily unharmed, our hero in future consigned such tests to his local forensic laboratory.

The tale has an air of heroic humour but, Sir George believes, it also carries a serious message. Present legislation implies that on graduation a doctor is competent to perform any operation, diagnosis or treatment. But modern medicine practice now requires such a range of practical experience that no man is ever competent to cover the whole.

"Perhaps the most important attribute of a competent doctor is that he knows what he can do and what he cannot do," Sir George says in the book. "The best doctors also know to whom to turn for help in a given case."

"The man who considers that he is competent over the whole field, whatever his previous experience and however many diplomas he has obtained, is a public menace."

From this, Sir George concludes that undergraduate medical education must have as its main aim the training of the student's mind so that he knows how to learn, that he has acquired the basic discipline of scientific method and the habit of self-education.

But his *Quest for excellence in medical education*, a survey conducted by medical educationists, reveals that this is far from the case. Indeed, many schools fail to encourage these attitudes at all.

"In many schools the student who graduates has had little or no training in how to express himself lucidly and grammatically in speech or writing. He has not the habit of working in the library, nor has he the habit of asking questions and gathering material so that those questions can be answered."

And, more importantly, Sir George warns that those standards of literacy and scholarship are in decline at British medical schools.

But there is no real excuse for this, he believes. In every university, medicine is by far the most sought-after faculty and, therefore,

receives the most gifted students. "In the past the shortcomings of the average medical graduate could be attributed to low intellectual quality; today such faults can be attributed mostly to his education."

And Sir George highlights a number of causes for this poor education, including the presentation of too many subjects, too many lectures, and the development of the "one-called" subjective methods of examination, such as multiple choice questions and their variants.

In particular, he attacks the tyranny of frequently repeated examinations, most of which take the form of continuous assessment. "This tyranny is compounded by the move towards multiple choice questions which, though their best are valid tests of a certain kind of knowledge, encourage the student to learn answers without the evidence on which they are based, thus encouraging bad intellectual habits and discouraging literacy."

Instead, there is a need to introduce examinations which test a candidate's knowledge of fact; his capacity to display evidence, assess its validity, and argue from it; and his capacity to express himself lucidly and precisely and concisely.

Referring to present curricula at universities, Sir George reviles that in 1944, a medical student was exposed to 14 separate departments headed by a professor. Today the average school has 30. And each professor tends to be convinced of the unique importance of his subject, pressing for more and more curriculum and examination time.

"In my more uninhibited moods," he says, "I have suggested that the faculty of medicine be a set of birds of prey, each determined to have his pound of flesh from the medical student; an important function of the dean was to protect him."

And Sir George quotes as an example one university covered by his survey where the professor of anatomy and the professor of general practice, both newly appointed, boasted how each had secured many more hours of teaching time for their subjects in the curriculum. In both cases, new pressures were added to the students' workloads.

Quest for excellence in medical education also quotes several students' complaints about the general level of instruction. These include: inability of teachers to teach and their ignorance of educational methods; student apathy to the subject; poor curricula; repetition, omission, and irrelevance in the course; the lack of effective staff-

student cooperation at all levels; autonomy and lack of co-operation between departments; and scarcity of educationalists in the medical field.

These criticisms are very serious and substantially justified, by Sir George believes. And the dean, he says, lies with the attitude of the teacher.

"He is convinced of the importance of his own subject. He tends to see his subject in isolation, not from all others. He is deeply convinced of his right, as his duty, to ensure that the student receives enough knowledge of it in examinations," he adds.

"This attitude, of course, is excellent for the progress of knowledge; it is the stuff of which the world of learning and of the universities has been made."

And if there were only three or at most six subjects in the curriculum, so there are in every faculty except medicine, it would do no harm. But in medicine it is the student who suffers and who has been forgotten."

To remedy this, there must be ruthless pruning of timetables and a degree of education in depth with the substitution of active for passive learning.

And Sir George is equally pessimistic about present postgraduate medical training. A chief flaw is the necessity for a trainee specialist to register in a particular field at the beginning of training and to continue in that specialty.

A doctor, limited in knowledge and interest to a particular area, is liable to provide bad medicine. It also becomes difficult or impossible for a university department to pursue a line of work that does not fit a specialty.

"The rigidity which has developed is having a disastrous effect on our oldest young graduates, particularly those in university service who are interested in research. Not surprisingly, the more adventurous find in these recommendations one of their kindred spirits."

He also criticizes the employment of ex-omnibus in the department of postgraduate medical studies.

And Sir George concludes: "We are in danger of putting the medical student and the young doctor in a straitjacket that we are now fashioning. We are not doing it very tight. This is being done by the cause of eliminating the best of the best, particularly the creative minds."

"This is an issue of such gravity that I find it difficult to stress it sufficiently. It is particularly fortunate coming at a time when medical students are better than they have ever been before."

Quest for excellence in medical education, Oxford University Press, £4.50.

## Enlightenment hostilities of Voltaire and Rousseau

When Voltaire died in May 1778, Rousseau remarked that his own health was so poor, since their lives had been inextricably bound each with the other. Almost as if in proof of his point, he in fact expired five weeks later. Neither Rousseau nor Voltaire could have foreseen, however, that it was their fate to be joined together in resurrection, apotheosis, and damnation as well.

Disinterred from their quiet country graves in the 1790s, the remains of these two most prominent figures of the French Enlightenment were brought to Paris and lodged opposite one another in the Pantheon, where in such partnership they came to be venerated as the heroes of a revolution in which the occasional prospect in their own lifetimes had dimmed them both.

Around the turn of the nineteenth century, when revolutionary fortunes sagged, they were vilified by conservatives who, like Maistre, blamed them for their mutual responsibility in bringing down the Ancien Régime. And by the mid-nineteenth century, when the radical tide had turned again and leading socialists argued that the Revolution of 1789 had not been pursued far enough, the blundered doctrines of Rousseau and Voltaire once more for even of Rousseau-Voltaire in the Gilbert and Sullivan compound anagrams composed by Marx) were held to express the nature of its limitations and the extent of its failure.

Of course, these transfigured links between the two men drawn by their political admirers and critics alike form a grotesquely manichean distortion of Rousseau's view, since he clearly meant that Voltaire was his mortal antagonist rather than confederate in the same camp. "I hate you," he exclaimed in a letter of 1760, protesting that Voltaire had betrayed the hospitality shown him in Geneva, where he had been granted asylum from his persecutors. "This amount to... this impious bragging." "This man of so much talent put in such vile use," he continued elsewhere, had destroyed the morals of Geneva by introducing the love of luxury, satire, and theatre in their midst, with the loss of their liberty the liberal education and permanent monument of his stay among them.

Worst of all, the scandal had stirred the population against him so much that he could never again make his home there, and Jean-Jacques—who had first proclaimed himself "citizen of Geneva" in an earlier letter to Voltaire—supposed his worst fears confirmed when the city's governing council condemned and ordered the burning of his letters and the *Contrat social* and commanded his arrest in case he should return to his native soil.

Voltaire, for his part, filled the margins of his copies of the political writings of Rousseau with such fine epithets as "ridiculous," "depraved," "pitiful," "abominable," and "false." Inflamed by the suggestion that in Geneva he had sought and been offered asylum—and disavowed by Rousseau's disclosure that he was the author of an anti-Christian tract which, as usual, he had taken the precaution to publish anonymously—he retorted that Rousseau was a "bastard of Diogenes's dog" whose veins were filled with "viol and a scorpion; a monster" whom he would have to see beaten senseless, were it not for the fact that this lunatic was in his way to Goddam already.

In his *Sentiment des citoyens*, moreover, he accused Jean-Jacques of, among other things, attempting to overthrow the government of the city he had betrayed; of having contracted a venereal disease as a consequence of his debaucheries (Rousseau suffered from a congenital urinary complaint); of having abandoned his children to a foundling home (the first public disclosure of his most terrible secret); and of having brought about the death of the mother of his first (still very much alive when Voltaire made the allegation).

So scurrilous was this attack that eighteenth-century publishers chose not to incorporate the *Sentiment* in their collections of Voltaire's writings, and even in our own time the distinguished editor of his correspondence and devoted disciple of his ideas, Theodore Besterman, has stood alone against nearly all other authorities in doubling that such a libel of Rousseau could really have been drafted by Voltaire himself.

Yet, just as Besterman was inviting his readers to admire Voltaire's remarkable forbearance in the face of preposterous and malicious charges, Ralph Leigh, the world's most eminent scholar of Jean-Jacques's writings, was meticulously documenting the lies and calumnies about him, chronicled by Voltaire, in his own superb edition of Rousseau's correspondence.

Still, there is nothing so useful as a revelation to bury or blur personal and doctrinal differences, and a dismal blend of the philosophy of Rousseau and Voltaire has come to encapsulate the popular image of the Enlightenment from 1789 to this day.

No doubt there has been at least some justification for amalgamating the two thinkers in the service of a common cause. Their early exchanges were entirely cordial. And even in the letter of 1760, which marks the break between them, Rousseau retained the admiration he had originally professed for Voltaire's works.

Voltaire, in turn, often regarded Rousseau less as an adversary to be opposed than as a madman to be pitied (as in the accusation reported by Hume that Jean-Jacques suspected him of having persecuted his enemies in Bern to decline his request to look him up for ever), and when, on the other hand, he described him as a "Judas" and "false brother," this was because Rousseau had apparently abandoned and deserted the camp of the philosophes to which he had been previously allied.

If the two men could not be friends, nor hold to the same principles of Enlightenment, they were at least both critics of the Enlightenment's enemies. And from different perspectives they attacked similar targets—obscurantism and superstition in theology, metaphysics and dogmatism in philosophy, and despotic systems of tyranny and privilege in politics and economics.

In company with many leading thinkers of their day, Voltaire and Rousseau fulminated against a Christian gospel that was enshrouded in mysteries and revelations of which only prophets and priests were held to be the true owners. Both condemned fanaticism and intolerance fired by religious credulity and fanned by self-appointed ministers of God, in their place endorsing the benign, simple and rational principles of a natural theology, the one especially in his *Dictionary philosophique*, the other most notably in *Emile*.

Voltaire occasionally expressed his approval of certain aspects of Rousseau's writings on religion, and, with some justice, d'Alembert once reminded him that Rousseau had hurled his own bolts against *l'infidélité*, much as he had done.

Both figures were also generally critical of the great speculative system of European philosophy that prevailed in the seventeenth and early eighteenth centuries: Voltaire challenging mainly the metaphysics of Descartes and the thoddy of Leibniz; Rousseau objecting to the natural law philosophies of Grotius, Hobbes, Pufendorf, and even Locke.

This year marks the 200th anniversary of the deaths of Voltaire and Rousseau. Robert Wokler assesses their differences of approach



Rousseau, in Armenian dress, unmasking Voltaire, riding humanity, with Justice and Liberty on the gibbet, as depicted by Henry Fuseli in the frontispiece to his own *Remarks on the Writings and Conduct of Rousseau* (London 1771).

They opposed these doctrines partly because of their inadequate treatment of moral sentiments—such as the desire for happiness or the pursuit of virtue—partly, too, because Voltaire and Rousseau were commonly distrustful of what they regarded as transcendental dogmas about the nature of the cosmos or of mankind which they uncharitably, and unsoundly, characterized in terms of the *esprit de système* of an earlier philosophical epoch.

There is thus a good deal of historical irony in the fact that one of the most widespread misconceptions of the Enlightenment as a whole—which we owe to the ill-informed eloquence of Burke and Tocqueville among others—is that it was an "Age of Reason" dominated by conceptual abstractions divorced from the real world of human affairs.

As a rule, the philosophes derided speculation of this kind. When Voltaire spoke of the English as "a nation of philosophers," he hailed their wit and their devotion to liberty rather than their impractical pursuit of abstract reason, while Rousseau maintained that he was not a philosopher at all but rather a lover of truth. Nowhere, indeed, was their contempt for metaphysical doctrines more evident than in their political ideas.

Throughout his life, Voltaire advocated policies and commanded forms of government that promoted the spirit of reason, the abolition of privilege, the rule of law, and efficient but humane public administration. Yet, he never propounded a theory of politics in which these principles were mapped out, and he hardly ever spoke of the nature of authority, or the duties of subjects, in general.

While he venerated the reign of Louis XIV and the absolutist monarchy of France as against the aspirations of the church and nobility, he also praised the more liberal and

more limited monarchy of England, admirably temperate, as it was, he maintained, by the Houses of Lords and Commons.

From his endorsement of the autocratic regimes of Prussia and Russia, moreover, some of his incorporeators have wrongly inferred that he was a consistent advocate of enlightened despotism, thus neglecting, among other things, the radical republican constitution he commended to the Genevans, after first aligning himself with their nation's ruling patrician party.

This flexibility of approach, this commitment to reform in terms of what was suitable, expedient, or opportune, might strike some as no political philosophy at all; at any rate it lacks precisely the speculative, abstract, esoteric frame of reference which critics of the Age of Reason have so often ascribed to the Enlightenment as a whole.

The pragmatic character of Rousseau's politics is more striking still, though less frequently recognized. Like Voltaire, he thought distinct forms of government appropriate to different states, on this point supplementing Voltaire's views regarding the stability of political traditions with claims about the needs arising from variations of climate, terrain, and population which he drew largely from Montesquieu. Rousseau even envisaged something of a political career, not only as secretary to the French Ambassador in Venice (a matter of record Voltaire refused to believe, claiming he had only been the Ambassador's discredited valet), but also as invited legislator of the constitutions of Corsica and Poland during the brief periods of their autonomy.

Both Voltaire and Rousseau counted princes and ministers among their correspondents. Yet while Voltaire's proposals for reform could exercise only indirect influence upon policy through his role as precursor to rulers, the circulation of Rousseau's doctrines had a more immediate effect on public affairs—once helping to distract popular feeling in Paris away from the King's expulsion of the parliament long enough to avert a major upheaval, on another occasion nearly provoking a civil war in Geneva.

In his own lifetime aspiring rebels throughout Europe were intoxicated with his political ideas and, even if Robespierre's claim to have visited him just before his death was probably a fabrication, we know that other radicals sought and received his advice. If he had not been so suspicious of the real motives of insurrectionists, or so pessimistic about the outcomes of revolutions, he might have known a revolutionary leader, such as his disciple with the task of circulating incendiary material throughout those states of the modern world he believed to be corrupt. He certainly imagined that Voltaire had revealed a secret to him, and he told Voltaire for his part, taught Rousseau the art of inflating a comparable amount of language upon his own.

Such similarities, however, can hardly be taken to constitute the stuff of which rich and subtle alliances between these heroes of the Enlightenment were forged, and, in any case, they are heavily outweighed by doctrinal differences. Even at the points Voltaire and Rousseau seem most akin, the resemblance is often superficial. For instance, whereas Voltaire's campaign against religious intolerance on behalf of Calas, Sirven, and La Barre expressed his profound conviction that political fanaticism was just the outward form of religious credulity, Rousseau was more concerned to challenge ritual, miracles, and the apocryphal stories of the Bible, and he attacked its teachings between God and man, all the while earnestly maintaining the orthodox (Calvinist or Catholic) Christianity of his beliefs.

He also stressed the importance of a zealous civil religion for consolidating a patriotic allegiance of citizens in a properly constituted state, a doctrine criticized as dangerous by Voltaire, for whom there could be no article of compulsory faith that does not eventually give rise to bigotry and conflict.

Of course, Voltaire was convinced that "If God did not exist it would be necessary to invent him." But the God required by society he sometimes described had little in common with the Creator so fervently trusted by Rousseau. Voltaire's *Poème sur le déisme* de Lisbonne proclaimed that it was illusory to suppose God had manufactured the best possible world for us, to which Rousseau replied in his *Lettre sur la Providence* that he believed God was perfect and that the misfortunes to which we may be subjected by nature are less cruel than the evils inflicted upon us by men. Voltaire, in turn, rebuffed Rousseau on the subject of providence in his most celebrated work, *Caïn*.

If the two men differed about the nature of God and the function of religion, their respective philosophies of history, which perhaps gave rise to these differences, were even more fundamentally opposed. For Voltaire, modern Christianity was, by far and large, the vestige of a barbarous Jewish superstition, from whose thralldom rational and progressive men of science and culture were coming to release us.

But for Rousseau culture was, in general, the civilizing product of luxury that only embellished the social and political evils we had brought upon ourselves in the course of our evolution. The arts, literature, and the sciences were regarded as flowers that grew in the chains under which men are crushed," he

continued on page 10



# Concepts in a twist

## (1) Ideas of research

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## BOOKS

## The myth of the proletariat's revolutionary role

Injustice: the social bases of obedience and revolt  
by Barrington Moore, Jr  
Macmillan, £10.00  
ISBN 0 333 24783 3

Why do most human beings must of the time accept in practice the social order, while some human beings on occasion seek desperately and in anger to change it? If the history of human society consists in this fashion, of long spans of apparently passive submission, punctuated by interludes of more or less violent revolt, how is this history to be understood? Why does it happen as it does and not altogether differently? Still more blatantly, what is the meaning of the history of human society? Does it, indeed, have a meaning?

Most academic practitioners of the human sciences presumably possess beliefs of some character about these vertiginous questions. But very few at all, far evident reasons, care to premise their academic restraints on an explicit answer to such questions. Who knows the answers to such questions? Are answers to them indeed in any sense possible items of knowledge? Even Marxists, who must in some measure identify themselves as such by the claim to know at least the general character of the answers, have become increasingly reluctant to specify clearly and in public what the correct answers should have been judged to be.

In his new book, *Injustice: the social bases of obedience and revolt*, Barrington Moore offers a general answer to these questions, something close to a theory of history. It is a strange and touching offer for a social scientist to make—and one rendered all the stranger by the simplicity, directness and modesty of the tones in which it is made. It is also an offer which many of its older potential readers must be existentially rather firmly committed to refuse. For, despite the modesty of the tone and the civility of Moore's intellectual manners, what the offer amounts to is an uninhibited frontal assault on the answers to these questions to which either positivist social scientists or theoretically convinced Marxists are at least implicitly committed.

The attack on positivist social science, on intellectually by now somewhat glibly and demagogically still extensively target, is not an attack on positivist commitment to scientific method, or even on the simplistic conception of the character of scientific method to which positivist social scientists have certainly in many cases been liable. Moore himself believes robustly in the value of scientific method and has a wholly unimpaired conception of what it consists in (albeit a conception which may well in fact be better characterized in terms of honest inquiry than in terms of method—as such as it is). One simple way of summarizing the focus of Moore's attack would be to express it as a rejection of the positivist separation between fact and value, an increasingly common focus of anti-positivist criticism because of the distinction's steady theoretical decomposition within the philosophy of natural science. But Moore himself believes in facts as firmly as the most unreconstructed positivist (or sane human being). What he craves is that he also believe that the facts about human beings are moral facts.

In rejecting the positivist conception of the human sciences which has largely prevailed in the United States of America since the Second World War, what Moore is above all doing is to propose, as a central aspect of any veridical understanding (including causal understanding) of human history, a version of the naturalistic ethics from a philosophical point of view. It must be said, it is not as yet a very clearly and commandingly analysed form of naturalistic ethics. But in the less demanding context of the practice of the human sciences, the way in which it is set out gives an occasion for intellectual apology. More pragmatically, what it amounts to as to doctrine is the



"Here's to Nostalgia! The young revolution is dead," Georg Grosse's caricature of the Proletariat, April, 1919.

view that those in quest of causal understanding of human society must in his history will be wise to seek it not merely by searching for recurring patterns of sensory data but also by seeking to extend their human sympathies and to cultivate their moral sensibilities (two closely related tasks).

Moore rejects the still very effectively institutionalized approach of positivist social science (not a term, it should be made clear, which he himself uses) essentially on the grounds of its moral stupidity. In lieu of it he offers his own, which may well be thought better intellectual intentions. He has been inspired to do so, as his past work makes clear, and as he in effect tells us in a footnote in the present volume (page 474 at least in part by the morally engaged writings of a number of leading socialist historians, some of them Marxist (notably E. P. Thompson and Eric Hobsbawm). Marxist intellectual work may be thought of, from one perspective, as an attempted institutionalization of good intentions, the creation of an intellectually and morally salient culture of reflection at existing social injustice and the use of this culture in the orientation of thought and action against

Before he wrote this book it would have been an easy enough matter to exploit what Moore is a close student of the political development of the Soviet Union and a figure of intense personal independence, was not a Marxist. But in writing it he has in effect answered the question for himself. His own answer cuts a great deal deeper than the composite inferences which readers of his earlier works were in a position to draw could possibly have suggested. In *Injustice* is a political, engaged work, a work about political possibilities and how to assess them; and its deepest message is that Marxism is irretrievably flawed as an intellectual device for such assessment. It is flawed, from its origins in the violent—and appropriate—emotional rejection of injustice, by an irretrievable commitment to over-estimating the causal opportunities

for transcending such injustice. This is, of course, a verdict which can be reached by Harvard professors with relatively little spiritual expense. But it is seldom a very commanding verdict when it is attained by such routes. What gives Moore's present book its remarkable moral force is the extent to which it represents the triumph of intellectual experience over intellectual hope.

There are two rather different reasons why his verdict is so compelling. The first is the conclusion (graceful enough to some Leninist ears) that a coherent conception of a better made of social organization and of how this can be implemented in practice is a facility which the proletariat have always owned, in so far as they have had access to it at all, to the creative talents of bourgeois intellectuals. (Moore is fairly sly about the indispensability of revolutionary parties in the disruption of nuclear common sense.) The second reason why Moore regards the prospect of the proletariat contributing to create a fundamentally less repressive civilization out of the remnants of their own underdevelopment is a rhinoceros that he is, after careful reflection, unconvinced that there has ever been an offer in the socialist tradition of any real structural alternative to the devices of the market or the authoritarian bureaucracy on the basis of which to organize society.

What this amounts to is a verdict that, while the defeat of proletarian insurgency has been a disaster for the proletarians concerned and has in a number of cases (of which the German is the most blatant) been an overwhelming disaster for vast numbers of others, both among contemporaries and among subsequent generations, there is no reason to believe that the victory of proletarian insurgency, whenever and wherever it has occurred, would have constituted a very substantial triumph for mankind as a whole (let alone that it would have promised the commencement of a truly human history).

The question which Moore asks of this history is in the first instance innocent enough. Was the German proletariat ever revolutionary? He asks it dogmatically but unobtrusively on stage after stage of the history of the German working class, seeking to understand (the hell, attitudes and sentiments) at the different segments of this class were as they were, pressing down upon them and refusing to confer upon them a confidence, a clarity of vision and a sense of a better future world, there for the winning, which history in fact lacks them.

What he brings home with overwhelming force is the ineluctably defensive character of revolutionary action by the proletariat, the modesty of the hopes on which it has been premised, and the extent to which it has always been restrained by a painful and

fairly valid understanding of the hopelessness of confronting the repressive apparatus of a modern state while this is still in working order. The revolutionary consciousness of the proletariat, a motif necessarily central to Marxist theory, in so far as this remains a theory of human self-emancipation, Moore sees as simply a myth foisted off on them by Marx and reconfirmed ritually by subsequent officials within the Marxist ecclesia.

For the actual consciousness of the proletariat, in and out of revolution, Moore feels a large measure of sympathy (the sympathy to which the extent to which it is entitled); but he acknowledges humbly the extent to which Marxist historians have made such sympathetic understanding concretely possible. But he has (as footnote already cited indicates) that the sober and responsible defensiveness consciousness of the proletariat in its lengthy experience of oppression did, or does, or could offer a potentially more emancipatory structural framework for the conduct of human social relations in industrial society: one which could be expected to resolve the problems of order and the organization of production, while inflicting only less arbitrary suffering on the majority of the human beings concerned.

Moore does not have anything intellectually very decisive to say on the question of how precisely such alternative possibilities in the past, present or future are to be assessed. But he does advance the strongest case which anyone has yet ventured for placing the attempt to assess them or the centre of the project of understanding politics (his emphasis on the crucial role of human judgment, perception and sentiment in determining the reproduction and destruction of social arrangements—of ideology in deciding the fate of structures in crisis—marks in some ways a departure from the position which he adopted in *Social Origins*, a belated acknowledgment of the moral weight of culture in some key moments in history).

What Moore offers in his present more general and theoretically directive work is not an overstatement of intellectual objectives for understanding everything human, but a variety of suggestive lines of thought which may well be of illuminating moral and political use to anyone attempting to separate causal understanding from moral experience in the attempt to grasp why societies persist and change as they do.

His book has little rhetorical flourish; and its treatment of some issues, determinism, the concept of pathology, one which in social arrangements—any practitioner of the human sciences will be able to pick an example of their own—let alone a little glimpse. But its virtues are importantly related to these weaknesses. It is significantly unaccommodated to impress its reader, treating them throughout as intellectual and political adults and regarding adulthood in either dimension as a strenuous achievement, not a privilege. Politically it presents a liberalism without myth and without stupidity, one which can confront the record of history without flinching and which refuses to promise any transcendent future. Its message is in the end exceedingly simple: a reiteration to all human beings of the value of the work which his fellow citizen Bostonian Henry James avowed, hovers over all of human experience and bids us learn to will and seek to understand—the suppressed educational promise of the sciences of man.

Moore is not in the end a very powerful ideologist, caring less to attack what he says is true to concentrate on how to say it to best effect. But his book carries with great clarity and resonance the value of a great teacher, all in quest of the pupils he deserves.

John Dunn

## BOOKS

## Saying it with words

Language and Situation: language varieties and their social contexts  
by M. Gregory and S. Corral  
Routledge & Kegan Paul, £4.50 and £2.25  
ISBN 0 7100 8756 X and 8773 X

Language as Social Semiotic: the social interpretation of language  
by M. A. K. Halliday  
Edward Arnold, £9.95  
ISBN 0 7131 5967 7

Sociolinguistic Patterns  
by William Labov  
Blackwell, £10.00 and £4.95  
ISBN 0 631 17710 8 and 17720 5

The Social Context of Language  
edited by Ivan Marková  
Wiley, £10.00  
ISBN 0 471 99511 8

Sociolinguistic Patterns in British English  
edited by Peter Trudgill  
Edward Arnold, £9.95  
ISBN 0 7131 5968 5

The fact that these five volumes on aspects of sociolinguistics come to me all together has made clear that important changes can be seen of work in the nature of the discipline of linguistics. The old view no longer obtains (at least it was current in the sixties), that linguistics could with safety be divided up into "core" and "peripheral" studies with almost all bannons going to the core theoretical descriptions of language and socio and psycholinguistics being displaced. What was seen then as merely peripheral is now, quite rightly in my view, central if not core.

In its own way each of these volumes makes a serious attempt to break down the unnecessary ill-division among fields of study focusing on language by stressing in Labov's well quoted and valuable remark that "language is a form of social behaviour". In his foreword to the British edition of the Labov volume, for example, Professor Juliette Lyons discusses Labov's timely comment on the use of the term "other linguistics" which was thought once to imply "that there can be a successful linguistic theory, or practice, that is not social". These and many more debates in the five books are clear indications that sociolinguistics has come of age and is now capable of highly sophisticated descriptions of language in many different contexts.

Gregory and Corral's contribution, *Language and Situation*, is the second in a series of texts designed to present to students main themes in sociolinguistics. The series includes this book, a very well done set of discussions in a very readable way most of the basic issues of sociolinguistics with a wide field of reference so that students are positively encouraged to look at what other writers lacking problems of describing linguistic events have done. The authors provide a first rate introduction to the field.

The German Language  
by R. E. Koller  
Faber, £25.00  
ISBN 0 571 11159 9

In terms of sheer numbers, the German language has the biggest speech community in Europe. There are over 90 million native speakers in Germany and neighbouring countries, and in many others German is taught as a foreign language in schools. This alone would be sufficient justification for a comprehensive survey of the language. Rudolf Koller, Professor of German at Manchester, is one of the few experts really qualified to undertake this enormous task for the series "The Great Languages" under L. R. Palmer's editorship.

To attempt a historical account of any sphere of human accomplishment is difficult enough. You need to know how that system works in all its intricate detail, and you need to have an understanding of how the parts fit together to produce an effective whole. Traditional comparative historical linguistics often

introduces textbook which will be of the greatest benefit to students; they define terms, describe debates and suggest new directions, with great style and flair. This book should take its place in the personal library of every student of linguistics.

The Halliday volume collects in one place 13 of Halliday's previously published chapters, articles and essays on the theme of language and social interaction. Given that the original presentation of these essays was in so many different places under quite special auspices this volume has a decided and most satisfactory uniformity. The original essays were written between 1972 and 1976 when Professor Halliday was apparently at a critical stage in the development of his work.

This present volume provides a most valuable service in bringing them together in one place so that the exposition at Halliday's development of his approach can be understood more clearly. It can be seen actually at work, pointing out the underlying questions about language which had not then been formulated by linguistics whose main concern has been with language as subject. Time and time again, from the slightly differing standpoints demanded of the audience, he was originally writing for, Halliday attempts to look at language from the outside inwards, so that language becomes one resource, but a principled one in the process of the exchange of meaning between individuals. So in this volume there may be seen a concentration on the sociolinguistic patterns of the community with a special reference being made to the process and experience of education.

Labov's *Sociolinguistic Patterns* is the first British edition of the book published in America in 1972. The book brings together important articles by Labov up until 1972 on many aspects of sociolinguistics. Of special note are reports on his work on linguistic variations, linguistic change, social stratification and doxastic information on the collection of data from Martin's Vineyard and New York City. Blackwell have done a great service by publishing this book in Britain; its more general availability is most welcome as it is now possible for students to buy for themselves a primary text. Labov's great contribution to the development of new ways of looking at language and the devising of imaginative yet systematic empirical techniques for collecting data may be seen in total in this volume. The arcs of language in its social context were, as Labov has shown, what he referred to as an abandoned backyard, overgrown with various kinds of tangled, secondary scholarship, into an abundant harvest of new ideas. Labov's studies in contemporary linguistics. Each of these five volumes owes much to his scholarship and methodology.

The Marková volume, *The Social Context of Language*, comprises contributed chapters which arose

out of a conference held in 1975. It is a contribution to the social psychology of language which, although from a different perspective than the other sociolinguistics books reviewed here, gives many valuable insights into the social functions and psychological origins of language. The detailed considerations that many of the contributors discuss regarding the acquisition and development of communicative behaviour and the transition to early language of very young children are justly to be recommended.

One is forced, merely by having these five books together, into a comparison of approaches and methodologies; the Marková volume is in this empirical psychological tradition with much of the data collected by means of actual experiments manipulating variables in tasks with young children. Some chapters, however, particularly those of Bruner, McNeill, Marková and Trudgill, point out the underlying issues of the social context of language from a psychological perspective. Such topics as language and thought, meaning and reference, attribution, conservation and other are examined closely by a number of authors in different ways. This gives great strength to the volume and makes it a most valuable resource for sociolinguistics colleagues who could get together in order to study language in a social context.

The volume edited by Trudgill, *Sociolinguistic Patterns in British English*, contains specially written chapters which examine many aspects of the varieties of English spoken in Britain. It has chapters on work in several regions of England, Scotland and Northern Ireland based on empirical work on language as it is actually spoken. Trudgill and most of his fellow contributors pay explicit homage to Labov's work, as indeed does the title of the collection. Much of the work reported is within a theoretical and methodological framework Labov established. This survey of current work on sociolinguistics in Britain is extremely important. It may be characterized by its clear descriptions of contemporary language contexts which analyse significant aspects of sociolinguistic patterns in ways which allow more general points to emerge concerning the nature of language and society. I have said that many of the contributors pay tribute to Labov but it must also be added that the influence of Peter Trudgill is clearly to be seen. As editor he has produced a volume in which chapters take very complex issues of detail and yet all to make extremely readable; and as a distinguished scholar himself he has given the lead for the creation of a British school of sociolinguistics.

This is a superb collection which makes sociolinguistics come alive. I recommend it unreservedly. A great day for linguistics!

Sinclair Rogers

## Deutsch—the first 1000 years

misled the wood for the trees by regarding isolated letters, sounds and words as instances of change in time rather than as coherent, interacting systems of communication. To avoid such limitations, structural linguists since Saussure have tried a whole-systems approach, with varying degrees of success.

Keller steers a middle course. He compares four main stages in the development of the language (Old High German, Middle High German, Early New High German, and Modern High German) in terms of their external-cultural settings and their internal-linguistic structure. The parallel cuts are made of significant dates, approximately AD 850, 1200, 1500 and 1850, and a deliberate effort is made (not always successfully) to relate the corresponding sections on the phonological, morphological, syntactic, and lexicosemantic sub-systems from one chapter to the next.

The overriding problem is that of linguistic "codification". What are the factors that have contributed to the emergence of standard German? Keller's unique achievement throughout is to have clarified these complicated regularization processes. When, for example, he documents the earlier forms of the *Schreibsprache* which, as he rightly says, "can mean both written language and standard language", or when he illustrates the contemporary *Umgangssprache* that "has become a phenomenon of the *deutsche* German semi-standard", in partial contrast to such variants as spoken dialects and specialist registers.

One could, of course, quibble about minor details. Keller exemplifies the relative importance of different text genres, but neglects "text" as a theoretical category in the explanation of discourse cohesion and language variety. He emphasizes the links between space, time and language, but devotes only 158 out of 650 pages to today's trends.

However, the final impression must be one of admiration for the mastery and synthesis of scholarly detail and gracefulness for the clear exposition of a difficult subject.

R. R. K. Hartmann

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**Physics**—Dr. D. C. Corneil, £12,886 from the SRC for an investigation entitled "Identification of deep traps in semiconductor by optical magnetic resonance". Dr. U. C. Cornett—£32,411 from the Royal Society for "Optical magnetic resonance investigation in crystalline and amorphous semiconductors".

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 10.10 Technology & En-  
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 gram. A broad-based program for  
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 10.40 page 18.  
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## Friday October 6

10.05 1 The age of revolu-  
 10.40 tion. 1942-1950  
 7.00 Environment: The  
 7.30 program of  
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10.00	An Introduction to Just an Accident 2 117.
17.20	Decision making in Crisis: A Case S 117.

**Thursday October 5**

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## THE POLYTECHNIC HUDDERSFIELD

Department of Accountancy and Professional Studies

LECTURER II/ SENIOR LECTURER OR

ASSISTANT LECTURER

Applications are invited for the post of Lecturer to teach

the following modules: Financial Accounting, Cost Accounting, and

Taxation. The successful candidate will be required to teach at

degree level and to contribute to the development of the

Department of Accountancy and Professional Studies. The

successful candidate will be required to teach at degree level

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degree level and to contribute to the development of the

Department of Accountancy and Professional Studies. The

successful candidate will be required to teach at degree level



## Research Posts

## Social Scientists

## Research visits to France and Federal Republic of Germany

Under reciprocal agreements with the Centre National de la Recherche Scientifique (CNRS) and the Deutsche Forschungsgemeinschaft (DFG) the Social Sciences Research Council is able to recommend a number of British candidates for research visits to universities and research establishments in France and Federal Germany during 1979/80. The schemes are intended to give successful candidates the opportunity both to engage in preliminary research and to develop contacts, and the potential for collaborative research with French and German social scientists. The financial support provides for travel, subsistence and minor research expenses normally for a period of a few months but exceptionally for up to one year.

Candidates are limited to social scientists with a working knowledge of French and German on the staff of universities, polytechnics, institutes of further education and independent research institutes. Applicants are expected to provide a detailed programme and timetable for their proposed work and visit in France and Federal Republic of Germany.

Further details and application forms may be obtained from David Kilson, SSRC, Temple Avenue, London EC4Y 0SD. Tel: 01-353 5252, ext. 2. Please quote reference FF79 or GP78.

The closing date for completed applications is October 31, 1978.

## Social Science Research Council



# THE ECONOMIC AND SOCIAL RESEARCH INSTITUTE

## SOCIAL PSYCHOLOGIST/SOCIOLOGIST, Ph.D.

Applications are invited from persons of proven research ability to undertake social research in relation to aspects of Irish society. All research is undertaken with a view to publication.

Appointments would normally be made on an initial contract of two years; however, temporary appointments for a period of not less than two years would be considered.

Salary and grade, depending on experience, as follows: Research Professor (salary range: £10,448-£11,238); Senior Research Officer (salary range: £8,850-£9,810); Research Officer (salary range: £5,870-£6,278); Assistant Research Officer (salary range: £4,627-£5,563).

A supernumerary scheme is in operation.

Application forms, available on request, should be returned by Friday, 20 October, 1978, to The Secretary, The Economic and Social Research Institute, 4 Bui-

## CITY OF BIRMINGHAM

## THE POLYTECHNIC

## DEPARTMENT OF

## RESEARCH AND DEVELOPMENT

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## NEWCASTLE upon TYNE

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## Administration

## EDUCATION OFFICER

The Equal Opportunities Commission was set up under the Sex Discrimination Act 1975 to work towards the elimination of discrimination between men and women and to promote equality of opportunity between the sexes. The Commission requires an Education Officer, to advise Commissioners on the policy options and law enforcement areas of a wide range of educational issues relevant to the Commission's work. He or she will also be responsible for the organisation and management of the Education Section and will establish and maintain contact with major educational and training bodies, including the Department of Education and Science.

Candidates will be required to demonstrate substantial managerial experience gained by working at a senior level with an L.E.A. or similar body.

The commencing salary is £8,781 on a scale rising to £8,728 with the benefit of an excellent non-contributory pension scheme, generous holiday and sick pay arrangements. A flexible system is in operation and working conditions are first class. Subject to the agreement of the employing Authority we would be prepared to consider secondment for a two-year period in appropriate cases.

Further details and an application form are available from Personnel Section.



**Equal Opportunities Commission**

Overseas House, Quay Street, Manchester M3 3HN  
RE-ADVERTISEMENT

## Colleges of Further Education



**WEST GLAMORGAN**  
County Council

WEST GLAMORGAN INSTITUTE OF HIGHER EDUCATION

## Appointment of Principal

(Re-Advertisement)

Applications are invited for this major academic/managerial post. The vacancy arises due to the appointment of the present incumbent as Director of The Polytechnic of Wales.

The Authority is seeking to appoint a Principal who will lead the development of the new institute especially in matters of policy and standards and will have the ability to interact and relate the work of the Institute to education, industry, commerce and the community. The salary is likely to be at minimum point of GROUP 7 College.

Application forms and further particulars may be obtained from the undersigned on receipt of a stamped addressed tenpenny envelope, quoting post reference QFI/12478. Closing Date: The closing date for the receipt of completed application forms is Thursday, 5th October, 1978. John Seale, Director of Education, Education Department, Princess House, Princess Way, SWANSEA SA1 4PD.

## Inner London Education Authority

## Southwark College

The Cut, London, SE1 8LE

Applications are invited for the following posts available from 1 January, 1979.

## Head of Department of Mathematics and Physics (Grade IV)

## Head of Department of Biology and Chemistry

Incorporating a division of Fire, Health and Safety Education (Grade IV)

Salary scales in accordance with the current Southern (FE) Report, on increment scale from £7,841 to £8,801 plus 2402 Inner London Allowance. Assistance may be given towards household removal expenses.

**ilea**

Further details and application forms obtainable from the Senior Administrative Officer at 13 October, 1978.



Applications are invited from suitably qualified persons for the following posts in the Authority's Further Education Service.

DISTRICT 1 (SWANSEA WEST) APPOINTMENTS (Mr. A. D. Peacock, District Education Officer, Princess House, Princess Way, Swansea).

## Swansea College of Further Education

### LECTURER GRADE 1 IN CHILD DEVELOPMENT AND EDUCATION

To assist with N.E.E.B. courses and the development of forthcoming courses related to this field. Applicants must have training and experience in Nursery/Infant teaching and a keen interest in current programmes on early childhood education. Practical experience in training N.E.E.B. students is desirable. Duties will include making school visits to students on practice. Salary range £3,182-£3,334 p.a. To commence as soon as can be arranged. (Post Ref: 15C/15-2478).

DISTRICT 5 (NEATH) APPOINTMENTS (Mr. J. Teahere, District Education Officer, Cadogan Road, Neath).

## Neath Technical College

### LECTURER GRADE 1 IN ELECTRICAL ENGINEERING

Required to assist in the teaching of light current electrical engineering units to technicians on full-time and part-time courses, including T.E.C. programmes. Applicants should be in possession of a degree or equivalent qualification, with a bias towards electrical control and other associated subjects. Both teaching and industrial experience will be considered as important advantages for the post. Salary range £3,182-£3,334 p.a. To commence in January, 1979. (Post Ref: 5N/C/15-2478).

Application forms and further particulars of specific posts are available from the addresses shown on receipt of stamped addressed foolscap envelopes quoting the appropriate post reference.

**CLOSING DATE:** The closing date for the receipt of completed application forms is THURSDAY, 12th OCTOBER, 1978.

## Administration

## WEST MIDLANDS ADVISORY COUNCIL FOR FURTHER EDUCATION

(Incorporating the Union of Educational Institutions)

### DEPUTY SECRETARY

Salary scale P01 (1) £6,513-£7,230 (Inclusive of supplement)

Applications are invited for the post of Deputy Secretary which will become vacant on 1st January, 1979. Candidates, male or female, should have previous experience in further education for this senior administrative and executive post.

Informal enquiries may be made to the Secretary, West Midlands Advisory Council for Further Education, Norfolk House, Smellbrook Queensway, Birmingham B5 4NB. Tel: 021-643 8924. Application forms and further particulars may be obtained from the Chief Education Officer, Personnel and Services, Srenoh. Education Offices, Margaret Street, Birmingham B3 3SU. Tel: 021-235 2587 to whom completed forms should be returned by 13 October, 1978. Conveyancing will be dealt with.



**BIRMINGHAM CITY COUNCIL**

LONDON

THE UNIVERSITY

THE MIDDESEX HOSPITAL

MEDICAL SCHOOL

Applications are invited for a post of Lecturer in the Department of Health and Safety Education, which will be a full-time post. The work will involve teaching and supervising students on a full-time basis. The post is a senior post and requires a high level of professional competence. The salary is £6,513-£7,230 p.a. To commence as soon as can be arranged. (Post Ref: 15C/15-2478).

Further details and application forms obtainable from the Senior Administrative Officer at 13 October, 1978.

LONDON

THE POLYTECHNIC OF NORTH LONDON

ADMINISTRATIVE ASSISTANT

A vacancy exists for an Administrative Assistant in the Department of Health and Safety Education, which will be a full-time post. The work will involve teaching and supervising students on a full-time basis. The post is a senior post and requires a high level of professional competence. The salary is £6,513-£7,230 p.a. To commence as soon as can be arranged. (Post Ref: 15C/15-2478).

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## Administration continued

## Social Science Graduates

£3,304-£4,880

Applications are invited from young social science graduates for a Scientific Officer post with the Social Science Research Council. The successful candidate will work as part of a team providing the secretariat for the EDUCATIONAL RESEARCH BOARD.

The staff of the secretariat are not themselves engaged in research but provide support for the Board which assesses applications for grants to support research projects being undertaken in universities and independent institutions and which are involved with a variety of other matters relating to research in the field which they cover.

Applicants, who should normally be under 27, should hold a good honours degree in one of the relevant social sciences, and have an interest in educational research and a real desire to make a career in administration. Some experience in administration or research or postgraduate training in education or a related subject, would be an added advantage.

The salary is on a scale of £3,304 to £4,880. Starting salary may be above the minimum, depending on degree and experience. The hours of duty are 36 per week, excluding lunch hours and the annual leave entitlement is 20 days plus 10 public and privilege holidays. The Council has its own non-contributory pension scheme.

Application forms and further details may be obtained from: Mrs G. Barclay, SSRC, 1 Temple Avenue, London EC4Y 0BD (Reference SO/THES); Telephone DI-353 5262, extension 111. Closing date for applications: October 13, 1978.

## SHEFFIELD

## THE UNIVERSITY

## ADMINISTRATIVE ASSISTANT

## FRANCE DEPARTMENT

## Applications are invited from

## suitably qualified persons

## for the post of

## Administrative Assistant

## in the

## France Department

## of the

## University of Sheffield

## The successful candidate

## will be responsible for

## the day to day

## administration of the

## Department and will

## be required to

## maintain a high

## standard of

## service to the

## University and to

## the French

## community in

## Sheffield.

## The salary is

## £3,304-£4,880

## p.a. To

## commence as

## soon as can

## be arranged.

## (Post Ref: 15C/15-2478).

## Further details

## and application

## forms obtainable

## from the Senior

## Administrative Officer

## at 13 October,

## 1978.

## LONDON

## THE POLYTECHNIC

## OF NORTH LONDON

## ADMINISTRATIVE ASSISTANT

## A vacancy exists for an

## Administrative Assistant

## in the

## Department of

## Health and Safety

## Education, which

## will be a full-time

## post. The work

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## The post is a

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## OF NORTH LONDON

## ADMINISTRATIVE ASSISTANT

## A vacancy exists for an

## Administrative Assistant

## in the

## Department of

## Health and Safety

## Education, which



## Overseas

## Western Australia

## MYCOLOGIST/PLANT PATHOLOGIST TO WORK ON PHYTOPHTHORA CINNAMOMI RANDES

## CONTRACT APPOINTMENT

## Department of Conservation and Environment

## SALARY:

SA15,285.

## QUALIFICATIONS

## AND EXPERIENCE:

Tertiary qualifications with post-graduate research experience in soil mycology, plant root diseases or plant pathology essential. Post-doctoral experience may be an advantage.

## DUTIES:

Phytophthora cinnamomi Rands is currently causing extensive damage to the jarrah forest in Western Australia. To date over 200,000 hectares of forest have been affected. The successful candidate will be expected to conduct research on the biology, epidemiology, detection and control of Phytophthora cinnamomi Rands. The appointee will be required to liaise and work closely with research personnel in the Commonwealth Scientific and Industrial Research Organisation, the Forests Department and the Tertiary Institutions in the State under the general direction of a Supervisory Panel.

## LOCATION:

Initially with Dr Andrew Glenn, School of Environmental and Life Sciences, Murdoch University, Perth, Western Australia.

## CONDITIONS OF

## SERVICE:

The successful applicant will be required to enter into a contract with the Minister for Conservation and the Environment. The term of the contract will be five years. Conditions applying under the contract will be the same as for temporary employees employed under the Public Service Act and include four weeks annual leave, cumulative sick leave and other general conditions applicable to temporary employees.

## TRANSPORT AND

## REMOVAL ASSISTANCE:

The cost of first class air fares incurred by the appointee, wife and dependent children under the age of sixteen years, plus a reasonable amount for removal of essential personal and household effects, subject to the appointee entering into an agreement to remain in the employ of the State for one to three years, according to assistance given. A single appointee will receive the cost of first class air fares. Some assistance towards the cost of removal of personal effects will be granted.

## APPLICATIONS:

To state age, citizenship, qualifications and experience with the names of two referees to the Chairman, Public Service Board, 111 St. George's Terrace, PERTH, WESTERN AUSTRALIA 8000. Closing: October 27, 1978.

## Botswana

Statistician  
(Training Officer)

An experienced statistician or lecturer in Statistics/Economics is required to head the Education Statistics Unit.

Responsibilities will include the preparation of annual surveys of the education system at all levels covering enrolment, teaching strength and output, and the part time instruction of junior officers in mathematics, statistics and English. The upper age limit is 40.

Salary is up to the equivalent of £8,588 p.a. including a substantial tax-free allowance paid under Botswana's tax system. Basic salary attracts 25% tax-free gratuity.

Benefits include free passages, generous paid leave, children's holiday visit passages and education allowances, subsidised housing, appointment grant and interest free car loan.

The terms on which civil and public servants may be released if selected for appointment will be subject to agreement with their present employers.

For full details and application form write quoting MC/208/TK.

**Crown Agents**  
The Crown Agents for Overseas Governments and Administrations, 4 Millbank, London SW1P 3JQ.

STATE COLLEGE OF VICTORIA AT COBURG  
ALVA GROVE, COBURG 3058, VICTORIA,  
AUSTRALIA

(Telephone (03) 350 4222)

Applications are called for the position of:

## PRINCIPAL

The S.C.V. at Coburg offers professional level courses in Teacher Education and of recent years some 1,500 students. This college is currently in the process of diversification into other areas of vocational training at professional level.

The Principal is the Chief Executive Officer of the College and is responsible to the Council for the administration of the College and for advising the Council on academic, financial, staffing, administrative and planning policy.

Applicants should have distinguished academic qualifications, proven executive and organisational ability, and a wide experience in tertiary education and preferably community studies.

Salary: \$45,720 per annum.

Fees for the successful appointee and family and reasonable removal costs will be paid.

Conditions: Full details concerning conditions of employment, duties of the position and information about the College and the State College of Victoria may be obtained on application to the Human Resources Officer of the College.

The Council reserves the right to make an appointment or to appoint by invitation.

Applications: Applications giving personal details, qualifications, present position, experience, data when available to commence duty, the names and addresses of three referees and a recent photograph should reach the Chairman, S.C.V. Council, S.C.V. Coburg, P.O. Box 170, Coburg, Victoria 3058, Australia, by 3rd November, 1978.

KING FAISAL UNIVERSITY  
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Salary, approximately \$7,200 to \$12,750 p.a. including monthly transportation allowance.

Benefits:

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- \* 80 days annual leave.
- \* Annual home leave travel costs.
- \* Assistance with children's education costs.

Please send complete curriculum vitae, with names and addresses of three referees, to:

Dr. Khalid Zaki, P.O. Box 9,  
Isleworth, Middlesex TW7 4LZ.

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## LETTERS TO THE EDITOR

## The future of voluntary colleges

I understand John Anderson's view of the future of voluntary colleges. I find it a pity that in education there are two agencies teaching in Christian establishments and one who is strongly religious is teaching in the maintained sector.

Regarding Mr Anderson's comment about the tendency towards subject specialisation in the polytechnics and universities, there is a danger that the subject groups exist for a variety of sociological and epistemological reasons. This has not, however, prevented the development of many useful interdisciplinary developments revealed, for example, in a glance through CMAA handbooks.

It is obvious that a number of interdisciplinary courses in the colleges of education and institutions of higher education stem from the need in diversity and provide work for existing staff. I have not observed any evidently distinctive features between those offered by voluntary compared with those offered by maintained colleges.

As the world implies, a special hearing on problems requiring solution in the shorter-term. Pure and applied are thus mutually reinforcing and usually complementary.

It is commonly understood that knowledge has utility (Mr Anderson's criticism of the differentiation between pure and applied research is a question of when it can be utilized). Generally, pure research is not regarded as likely in the future, whereas applied research is—this is the reason for the separation of the two.

For the purposes of contrast, between theoretical and practical, similar can be stated. While agreeing that "one man's theory can be another man's practice", I feel that the differentiation in terms of snobbery is out of place. Theory and

some use the occasion to produce valuable immunity developments, others are more obviously the product of a variety of interests groups in colleges struggling for preservation.

So, if the voluntary colleges are not producing really distinctive courses, if they are staffed by people of diverse religious attitudes, and if, as I suspect, they are unlikely to be particularly critical and radical in the ways hoped for by Mr Anderson, is there a justification for the continued existence of them all?

Mr Anderson goes on in attack the Leeds for protecting their own colleges, allegedly wastefully. Many of us can think of examples where colleges, striving to preserve their independence, are duplicating courses already in existence and inhibiting the more economic use of staff and resources.

Yours,  
L. C. CANNON,  
Deputy Director (Academic),  
Plymouth Polytechnic.

## Polytechnic advertising

Sir,—James Porter's advice (THES, September 15) on the importance of lively, pertinent course information for prospective students is welcome and most certainly to be heeded, but we find ourselves talking only to each other. But his points on the use of advertising to fill places on courses are neither illuminating nor entirely accurate.

Only six of the 30 polytechnics has appointed to Mr Porter's "many polytechnics" now use national advertising to publicize their first degree courses. The rest subscribed to the Committee of Directors of Polytechnics' advertising convention. This is an informal agreement to abstain from advertising established first-degree courses in the national press. The agreement excludes new courses, post-graduate and part-time courses.

The universities, as Mr Porter quite rightly explains, "tend to rely... on direct mailing of publicity material..." because they too subscribe to a non-advertising agreement. That is really why we

see national display advertising "limited to a relatively small number of institutions".

Those of us who do subscribe to non-advertising conventions are quite convinced by the evidence that national display advertising neither enlarges the pool of prospective students nor substantially influences student choice. Surveys have shown that at best only a tiny minority of first-year students had even seen adverts for courses, let alone been influenced by adverts.

On the other hand, there is certainly a place for advertising in higher education. It is a tool like many others in the business of information dissemination. When handled correctly, it can yield excellent results. But it is misleading and naive to suggest that those who advertise achieve high enrolments, while those who do not advertise are "disadvantaged".

Yours sincerely,  
ROBERTA DE JOIA,  
Principal Lecturer/communications officer,  
Middlesex Polytechnic.

## Heads of department

I was very interested to read your recent article by an anonymous university lecturer entitled "Time to question the power of professors". A parallel situation exists in polytechnics and colleges of higher and further education. We do make a very sincere effort to recruit a wide range of department heads of excellence in teaching and research. We have proceeded to an overload them with administrative chores, committees and paperwork that for the rest of their working lives their contribution in teaching and research is often minimal.

Heads of department are as un-

happy with this situation as everybody else. Since these people are invariably the best teachers and researchers they should to more teaching and research, not less. A happy worker is a good worker.

A typical head of department will be expected to attend regularly at least 12 committees, many of which he will be chairman ex-officio. What is surprising is that some heads of department do make a good contribution to teaching and research.

Write your recent correspondent, I feel both able and proud to sign my own letters.

Yours faithfully,  
A. CURTIS,  
Lecturer,  
Preston Polytechnic.



## THE UNIVERSITY OF PETROLEUM AND MINERALS

## DHAHRAN, SAUDI ARABIA

This Institute was a dream to us a few years ago... God Almighty, however, has eased the path and erased the obstacles which blocked our way."

His Majesty the late King Fayal during the 15 years since its foundation the University has established a reputation as one of the leading technical institutions in the Middle East. This academic year expects to have 2,500 full-time students—graduates, undergraduates, and those in the preparatory programme—and this number will increase to 3,000 by 1982. From September, 1979, the following teaching appointments (Faculty positions) will be needed to be filled. The medium of instruction is English and proficiency in the language is essential.

## DEPARTMENT OF PHYSICS

Wanted: Ph.D. degree who are interested in teaching and research in the following areas: Mechanics, Electricity and Magnetism, Optics, Modern Physics, Atomic and Nuclear Physics, Solid State Physics, and Plasma Physics. Salary: \$10,000 to \$15,000 per annum. Applications should be sent to the Department of Physics, University of Petroleum and Minerals, Dhahran, Saudi Arabia.

## DEPARTMENT OF CHEMISTRY

Wanted: Ph.D. degree who are interested in teaching and research in the following areas: Organic Chemistry, Inorganic Chemistry, Analytical Chemistry, Physical Chemistry, and Polymer Chemistry. Salary: \$10,000 to \$15,000 per annum. Applications should be sent to the Department of Chemistry, University of Petroleum and Minerals, Dhahran, Saudi Arabia.

## DEPARTMENT OF MATHEMATICAL SCIENCES

Wanted: Ph.D. degree who are interested in teaching and research in the following areas: Mathematics, Statistics, and Operations Research. Salary: \$10,000 to \$15,000 per annum. Applications should be sent to the Department of Mathematical Sciences, University of Petroleum and Minerals, Dhahran, Saudi Arabia.

## DEPARTMENT OF EARTH SCIENCE

Wanted: Ph.D. degree who are interested in teaching and research in the following areas: Geology, Mineralogy, and Petrology. Salary: \$10,000 to \$15,000 per annum. Applications should be sent to the Department of Earth Science, University of Petroleum and Minerals, Dhahran, Saudi Arabia.

## DEPARTMENT OF CIVIL ENGINEERING

Wanted: Ph.D. degree who are interested in teaching and research in the following areas: Civil Engineering, Structural Engineering, and Transportation Engineering. Salary: \$10,000 to \$15,000 per annum. Applications should be sent to the Department of Civil Engineering, University of Petroleum and Minerals, Dhahran, Saudi Arabia.

## DEPARTMENT OF CHEMICAL ENGINEERING

Wanted: Ph.D. degree who are interested in teaching and research in the following areas: Chemical Engineering, Process Engineering, and Instrumentation Engineering. Salary: \$10,000 to \$15,000 per annum. Applications should be sent to the Department of Chemical Engineering, University of Petroleum and Minerals, Dhahran, Saudi Arabia.

## DEPARTMENT OF MECHANICAL ENGINEERING

Wanted: Ph.D. degree who are interested in teaching and research in the following areas: Mechanical Engineering, Machine Design, and Thermodynamics. Salary: \$10,000 to \$15,000 per annum. Applications should be sent to the Department of Mechanical Engineering, University of Petroleum and Minerals, Dhahran, Saudi Arabia.

## DEPARTMENT OF ELECTRICAL ENGINEERING

Wanted: Ph.D. degree who are interested in teaching and research in the following areas: Electrical Engineering, Power Engineering, and Communication Engineering. Salary: \$10,000 to \$15,000 per annum. Applications should be sent to the Department of Electrical Engineering, University of Petroleum and Minerals, Dhahran, Saudi Arabia.

## DEPARTMENT OF ARCHITECTURAL ENGINEERING

Wanted: Ph.D. degree who are interested in teaching and research in the following areas: Architectural Engineering, Building Science, and Construction Management. Salary: \$10,000 to \$15,000 per annum. Applications should be sent to the Department of Architectural Engineering, University of Petroleum and Minerals, Dhahran, Saudi Arabia.

## DEPARTMENT OF ENGLISH LANGUAGE INSTITUTE

Wanted: Ph.D. degree who are interested in teaching and research in the following areas: English Language, Literature, and Linguistics. Salary: \$10,000 to \$15,000 per annum. Applications should be sent to the Department of English Language Institute, University of Petroleum and Minerals, Dhahran, Saudi Arabia.

## DEPARTMENT OF CIVIL ENGINEERING

Wanted: Ph.D. degree who are interested in teaching and research in the following areas: Civil Engineering, Structural Engineering, and Transportation Engineering. Salary: \$10,000 to \$15,000 per annum. Applications should be sent to the Department of Civil Engineering, University of Petroleum and Minerals, Dhahran, Saudi Arabia.

Wanted: Ph.D. degree who are interested in teaching and research in the following areas: Civil Engineering, Structural Engineering, and Transportation Engineering. Salary: \$10,000 to \$15,000 per annum. Applications should be sent to the Department of Civil Engineering, University of Petroleum and Minerals, Dhahran, Saudi Arabia.

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Further information and the mandatory application form are contained in the Official Journal of the European Communities No. C/222 of the 19th September, 1978. This can be obtained from the Information Office of the European Parliament.

at — 20 Kensington Palace Gardens, London W8  
or from the Recruitment Service, European Parliament, B.P. 1601 Luxembourg (Grand-Duchy).

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